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EDUCATIONAL QUALIFICATIONS, TEACHING LOAD, AND
DUTIES AND RESPONSIBILITIES PERTAINING TO
ADMINISTRATIVE REPORTS OF SECONDARY
PRINCIPALS IN SELECTED IOWA HIGH
45 SCHOOLS, 1954-1955

BY

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A FIELD REPORT

Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Science in Education
in Drake University

Des Moines, Iowa

August, 1955

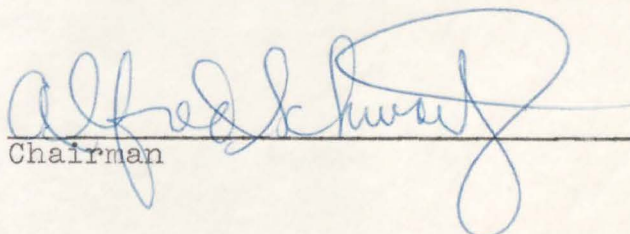
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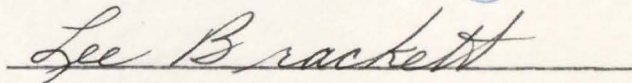
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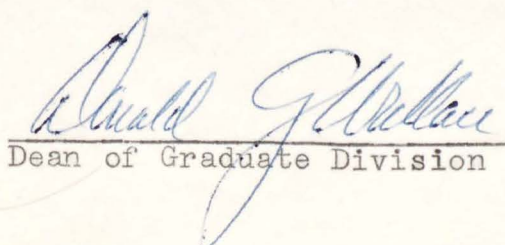
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CHAPTER I

INTRODUCTION

The Position of the Principal

The rapid expansion of the present high school in the number of students attending and in the scope of varied activities has made inevitable a change in the conception of the role, responsibilities, and functions of the secondary principal and the manner in which he may most effectively carry out his administrative duties.

The principal was once a teacher among teachers. In addition to his teaching duties, he carried certain responsibilities and performed certain individual duties which justified the title he carried and the larger salary which he received. This conception of the function of the principal still persists to a considerable degree. In smaller high schools the principal usually carries a fairly heavy teaching program and in some large city schools he teaches one or more classes daily. However, with the increasing complexity of the organization of the school, he has been forced gradually to transfer his activity from the classroom to the office. Here he is faced with a multitude of administrative details that grow out of his relations with pupils, parents,

teachers, superintendent, school board and the general community.

In relationship to the superintendent of the school, the principal and the superintendent hold somewhat complementary position in the administration of a system of public instruction. The superintendent is primarily responsible to the school board and to the people of the community. He is the professional head of the school system and chief executive officer of the board of education. Therefore he is made responsible for the development and maintenance of an educational program and an educational organization adequate to carry out the program efficiently. To all employees of the school system the superintendent delegates the duties and responsibilities which they are capable of assuming. He assigns the principal to a position which is in the direct line of control of the educational program, thus placing him in a key position. The sound delegation of responsibilities to this officer rightly makes him directly accountable to the superintendent for the results attained in a school. Thus, the principal is primarily responsible to the superintendent for the successful conduct of a single school, or, in the case of a supervising principal, a group of related schools. It is the primary function of the superintendent to think, to plan, and to lead. It is the primary function of the principal to execute plans and to follow and to support. According to Cubberley:

It is the function of the superintendent of schools to pass upon and decide the more important matters referred to him by the school board; it is the function of the principal to decide on as many matters of a local nature as is possible, and to refer for decision only the more important questions to the central office above.¹

It is obvious that the nature and the professional significance of the principalship in practice in any school system today are determined by the functions delegated to him by the superintendent. In many schools, the principal serves only as another teacher in the system with an equal class load and with some clerical duties and responsibilities assigned to him, while the superintendent reserves almost all functions to himself with no real desire to delegate the more important duties and responsibilities. Many times the superintendent assigns minor duties concerned with records, reports, minor discipline, and similar matters. The average number of functions assigned, however, tends to increase with the size of the school and with growth in the principal's qualifications, education, and experience. The functions exercised by the principal increase until in the larger schools he performs all the functions relating to the internal administration of the secondary school which relate to or affect the entire school system.²

¹
Ellwood P. Cubberley, The Principal and His School (Boston: Houghton Mifflin Company, 1923), p. 19.

²
Charles W. Boardman, "Administration," Encyclopedia of Educational Research, ed. Walter S. Monroe, (1952), p. 1192.

Education of the Secondary Principal

The position of the high-school principal has undergone profound changes within the last few years. From that of a head teacher a little more skillful than his fellow teachers in handling students and charged with keeping records and attending to the more unruly students, the position has become one that requires technical skill and training.

It is now common practice for graduate schools of education to offer training designed for men and women who intend to enter or to continue in the principalship as a career. The day has come in many school systems and is approaching rapidly in others when demonstrated teaching competency is an insufficient qualification to secure a principalship. There is in addition a specialized body of knowledge which a principal must know and use. Douglass makes this same point:

The principal of today must be a student of problems of school finance, accounting, achievement and mental measurement, educational and vocational guidance, extra-curricular activities, supervision, course-of-study construction, building and housing problems, homogeneous grouping, publicity and community relations, schedule making, and other technical activities involved in modern high-school administration.¹

The minimum educational status of the principal is determined by state requirements, the requirements of local school systems for appointment, and the standards of accrediting agencies. In 1938 the North Central Association of

1

Harl R. Douglass, Organization and Administration of Secondary School (New York: Ginn and Company, 1932), pp. 547-548.

Colleges and Secondary Schools adopted the M. A. degree as the minimum educational level for principals of member schools.¹ As a result of such influences as these, the educational status of the principal has steadily advanced upward. This is due partly to the increments on the salary scale for larger schools for those holding advanced hours and degrees beyond the baccalaureate. In addition, the demand is greater for those principals with the advanced degree for appointment by local school boards. As a result, the significance of the principal and the importance of the role is being elevated to a position far above that placed on the position in the past. On the whole it is fair to say that principals are generally better trained than teachers, that the master's degree is becoming almost a prerequisite for the selection and appointment of principals.

Certification of the Secondary Principal

The growing importance and responsibility of the principalship have led to the belief that the office requires special preparation for the proper performance of its duties and functions. This has resulted in rapid growth in the number of states which have adopted special requirements for the certification of the principal beyond those required for certification for teaching.

The requirement of a special certificate for principals or other administrative officers is a relatively new practice

in education that has developed largely since 1920. It is fair to say that a beginning has been made in the certification of principals. While the requirements are not high when considered as a whole, they represent a desirable tendency and one which will help to make the principalship a professional career. Boardman states the case thusly:

While the states vary somewhat in the specific requirements for the principalship, certain patterns may be discerned. The basic requirement in all states is certification as a teacher in a secondary school. For the highest principal's certificate, 22 states require the master's degree, 7 require a baccalaureate degree with additional graduate work, and 10 require only a baccalaureate degree.

The states which issue a principal's certificate commonly require professional courses in the work of a principal, 29 specifying that these must be taken at the graduate level. The most common requirement is courses in the administration and supervision of the secondary school, but for the highest certificate many states specify preparation in curriculum, guidance, and educational psychology, and a course in the philosophy of education is required by one state. The majority of states require experience as a teacher as a basis for certification, the amount of experience ranging from one to six years but by far the greatest number requiring either 2 or 3 years' experience.¹

In regard to the standards for certification of secondary principals in Iowa, the following specific standards must be met by a student preparing for a position as principal in any secondary school in the state.

- A. Professional and Academic Preparation
 - 1. Eligibility for a standard secondary certificate.
 - 2. Twenty semester hours' graduate credit distributed among all of the following areas except that the officials of the recommending institution may exempt a candidate from one or more of these

¹

Ibid., p. 1191

areas in which competence is demonstrated to the satisfaction of these officials and authorize the completion of an equal number of semester hours of graduate credit in related areas.

- a. Secondary-school administration
- b. Preparation selected from the following:
 - 1) School-community relations
 - 2) Employed personnel services
 - 3) Pupil personnel services
- c. Survey of the curricular and instructional methods concerned with the major subjects of instruction in secondary schools
- d. Observation of secondary-school instruction and activities
- e. Curricular and instructional methods concerned with "areas-of-living education." Illustrations of these areas of education are conservation education, consumer education, home-and-family-living education, and safety education.
- f. Preparation selected from the fields of child growth and development, educational psychology, guidance, and the education of exceptional children.

- 3. Administrative experiences under supervision of the recommending institution either with or without credit; or equivalent experiences as judged by the recommending institution

B. Experience

Two years of successful teaching experience in the secondary-school field

C. Institutional Recommendation

Each applicant for the secondary principal's certificate must be recommended by designated officials of the institution where the specialized preparation for the certificate was completed.¹

The Permanent Professional Certificate is based on 4 years of successful experience and 30 semester hours of approved preparation beyond the baccalaureate degree. The

¹

Certification of Teachers, Bulletin No. 29, pp. 19-20. Des Moines, Iowa: The Board of Educational Examiners, June, 1951.

Professional Certificate with a Secondary-School Principal endorsement is based on the baccalaureate degree plus 20 semester hours of graduate work and 2 years of successful teaching experience.

Reporting Practices of the Secondary Principal

One of the duties of the secondary principal today is the preparation of and filing of reports on the operation of the entire school in which he serves. The number of and classification of reports to be prepared vary considerably according to the size of the school. Some of these are periodic and some occasional. The principal must maintain an adequate and usable system of records, however, as the ease or the difficulty involved in the making of such reports is conditioned primarily by the status of these records in his office. If attendance records are properly kept, for example, the periodic reports on attendance required by the superintendent can be made with little effort by the principal charged with the responsibility of keeping attendance records and making attendance reports. Errors in various records can be determined on a day-to-day basis. As a result, the periodic reports can be quickly made by totaling the data which are usually summarized at weekly or monthly intervals. In a like manner, the periodic supervisory reports need occasion little difficulty if records are made at the proper time and are properly filed.

In the earlier schools of our country in which

principals were head teachers, it was the responsibility of each teacher to keep class registers. Each teacher completed the register at the end of a semester or school year and presented it to the teaching principal. This one record constituted the teacher's report. The teaching principal kept his own register and collected the registers of other teachers when requested by the superintendent or the board of education.

In order to carry out his duties efficiently in regard to reporting on the operation of the school, the principal was released from teaching part of the time. As early as 1857 the principals in some of the schools in Boston were relieved of their teaching duties for a part of each day in order to carry out these administrative duties and reporting practices more effectively.

During the period from the middle of the nineteenth century to 1900 a shift occurred in the administrative duties prescribed for principals. New duties, such as responsibility for organization and general management, supervision of equipment and supplies, office management, and control of building and grounds were required. Reports on these areas were required of the principals which added to his duties in the area of reporting.

The release of the principal from teaching and his consequent assumption of managerial and supervisory duties led to the multiplication of records and reports. The principal now was jointly responsible with the teacher for all the pupils of the school. Administrative forms designed to facilitate

teacher communication with the principal were devised. These forms then became matters of office record and data contained in the forms frequently became a subject for study and report.

In many schools today, full or part-time secretaries are employed by the school district to work in the office of the school. These secretaries are directly responsible to the superintendent and/or the principal. Their duties are chiefly concerned with assisting the superintendent and/or principal in the preparation of reports to be submitted periodically. Kyte says:

A principal who is assisted by a school secretary has four major clerical functions: (1) planning and assigning clerical duties and responsibilities; (2) directing the work of the school secretary; (3) directing the clerical work of others; and (4) attending to clerical duties which he must retain for himself. He must maintain an adequate and usable system of records and give some personal attention to correspondence, reports and requisitions. Since he is generally made responsible for all funds received at the school, he must make personal disposition of them and keep a complete record of all financial transactions.¹

The principal is generally responsible for the internal accounting procedure in a secondary school. Receipts and expenditures of money from class funds, athletic funds, and music funds must be recorded and reported to the superintendent of schools in the form of periodic reports.

The principal makes reports to the home concerning conduct, absence, achievement, and other matters of importance to the parents. Bulletins are also in this category of reporting

1

George C. Kyte, The Principal at Work (New York: Ginn and Company, 1952), p. 33.

to parents and to the superintendent on all aspects of child accounting in the school.

Reports concerning the teaching staff for which the principal is responsible are attendance, salary schedules, assignments, load, recommendations and ratings concerning teachers, and qualifications. These reports are submitted to the superintendent which in turn are included in the reports to the state department on the prescribed forms.

In schools, depending on their size, various reports are also submitted by the principal in the areas of school transportation, school-lunch program, school buildings, and custodial and janitorial services. These are primarily periodic reports to be submitted but they still take up a considerable amount of time and effort on the part of the principal to effectively carry out his duties and responsibilities of reporting on the progress of the school.

The making of an annual report to the local board of education or the superintendent of schools is one duty commonly required of the high-school principal. It contains a complete history of the school during the past year, together with recommendations for improvements. Generally it is a combined report containing information regarding pupils, teachers, school plant, finances, curriculum, extra-curricular activities, and instruction. Size of school will be a direct determinant of the extensiveness and scope of this report. This report covering all areas of the school is usually used by the superintendent in preparing his annual reports to the board of

education.

The reporting practices required and performed by principals vary in number and scope. Generally the larger the high school, the greater are the number of reports required. More areas are included in the reports and a further break-down of information is usually requested.

Statement of the Problem

In many small high schools in Iowa today no principal is found on the administrative or the teaching staff. One teacher may be delegated as a head teacher to keep limited records primarily on attendance and to make limited reports to the superintendent. In the larger high schools (generally with an enrollment of 100 or more) a principal is hired to perform administrative duties pertaining to the preparation and filing of reports on various phases of the school system. Even though he may retain his position as a teacher of several classes or courses, his primary function is that of a school administrator.

It is the purpose of this study to determine the role of the principal in the secondary schools in Iowa at the present time, with reference to his education, certification, teaching load, and duties and responsibilities in regard to administrative reports for which he is responsible. Because the role of a principal is varied in relation to all duties and responsibilities, the study will be limited to areas of education, certification of principals, and his duties and responsibilities pertaining to the preparation and filing of

administrative reports.

Reasons for Selecting this Problem

The reasons for selecting and studying this topic on the secondary principalship are three in number. The first reason lies in the fact that the writer is preparing to become a principal in a secondary school in Iowa and a further understanding and insight into the role of a principal can be gained by this study. The second reason is that other students are and in the future will be preparing for the secondary principalship and they may gain additional knowledge of what is expected of them as a principal of a high school by reading this study. The third reason is that principals already in the field can study this report and gain additional knowledge of the principalship as to its historical development in our schools and the present practices in schools of the same size as they are now in and in smaller and larger school systems throughout the state.

The problem is especially significant at this time because the role of the principal is receiving more recognition by teachers, parents, superintendents, and boards of education. Further emphasis is placed on the secondary principalship by the Department of Public Instruction in Iowa in regard to additional educational requirements for certification of applicants for the position. Lastly, the duties and responsibilities of a secondary principal have multiplied greatly from what they have been in the past, and present practices

indicate that they will continue in scope and importance.

Procedure

The study attempted to determine the average role of the principal in the schools in this state. The study will contain an analysis of principals in all sizes of schools. By this method, one can determine more accurately the role of the principal regardless of school size. In order to obtain this information in complete and accurate form, a careful examination was made as to the existing qualifications, certification requirements, and duties of the present-day principals now in the field.

A questionnaire was used to secure the basic data. The questionnaire was sent to two hundred principals in secondary schools in Iowa to determine the educational qualifications, teaching load, and duties and responsibilities pertaining to administrative reports that are prepared and submitted by secondary principals at the present time. From the results of the returned questionnaires, the information was tabulated to show an over-all picture of what the secondary principalship position now entails.

Chapter Three is devoted to the presentation of the results of the questionnaires. The tables illustrate in composite form the information received in reference to educational qualifications of principals, the teaching load carried on by the principals, and the exact duties and responsibilities they have in preparing and submitting administrative reports.

In this way, the reader will be better able to determine from the tables and explanation of the tables the role of a secondary principal as it is practiced in our secondary schools in Iowa today regardless of size of school or the community or administrative area in which the school serves.

CHAPTER II

A HISTORY OF THE SECONDARY PRINCIPALSHIP

IN OUR EARLY AMERICAN SCHOOLS

The secondary principalship in origin is the oldest administrative position in the field of education in this country. It had its inception long before such positions as superintendent and elementary-school principalship came into being in administering to the educational needs of our early American youth. The actual duties performed and responsibilities held by these early American school-masters were extremely varied in size and scope as compared to the duties and responsibilities generally assumed by secondary principals in school systems of today. In addition to the teaching and administering to his school, the secondary principal often served as town clerk, church chorister, official visitor of the sick, bell ringer of the church, grave digger, court messenger, and performed other occasional duties as the occasion arose. Thus, in addition to his principalship as administrator of his school, he served in the capacities of minister, politician, church sexton, city father, local citizen, and any other position for which a definite and distinct title was not given him.

It is generally accepted that the position of secondary principal in the United States had its actual beginning in the Latin grammar school of Colonial New England and many of the founders of this school derived distinct ideas and patterns from the structure and operation of the earlier schools existing in Europe. According to Eby:

The academy of John Calvin (1509-1564) at Geneva whose bylaws in addition to a rector provided for a principal. "The principal . . . shall be a man of proven piety," the bylaws stated, "of at least fair scholarship, and especially, above all, a man endowed with a gentle disposition and of a character completely free from harshness, that he may be a model to all the students by the example of his life and patiently fulfill his office, in spite of the annoyances involved therein.

It shall be his duty, besides the ordinary supervision of his school, to look into the character and perseverance of his colleagues, to spur on the slow, to remind all of their duty, to preside at all public castigations in the assembly room, and finally to see that the bell is sounded at the proper time, whenever necessary, and that the individual classrooms appear clean and tidy.

It shall not be right for the assistant teachers to make any innovation without consulting him. He shall report on all happenings to the rector.¹

This institution was directed by the town selectmen or by a school committee chosen either by the selectmen or a town meeting. Because of the limited size of the school and the narrow curriculum offered to the students, one master was usually sufficient for its needs. However, in extreme cases that two or more were deemed necessary to carry on the functions of a school, one might be named as headmaster and

1

F. Eby, Early Protestant Educators (New York: McGraw-Hill Book Company, Inc., 1931), pp. 255-256.

assigned in addition to his teaching duties minor administrative duties, chiefly those related to attendance and discipline.. Brubacher states the case, thusly:

At first, the principal's most urgent duties were of an administrative character. He had to be progressively freed from teaching duties so that he could keep the school records, particularly those on attendance, and make periodic reports to the school committee. Being in charge of the school, he had the further duty to safeguard its property and see to it that the rooms were kept clean. In addition to looking after school equipment and supplies, it was his duty to arrange for recess and to ring the school bell. Over and above his administrative duties, the principal also had some supervisory ones. Here his principal duty was to classify and promote the children in his charge. He was also expected to visit and sometimes examine the classes in his school. Not infrequently, he was the high court of discipline.¹

Near the end of the eighteenth century in America, the Latin grammar school began to be replaced by the academy, a private or semi-public secondary school controlled by a self-perpetuating board of trustees. The academy was generally a small school much like the grammar school, but the curriculum that was offered included a wider range and scope of subjects. Thus this school required the services of several instructors. The need for some competent individual to assume and carry out simple administrative duties necessary to the direction of the school, such as supervision of the building, keeping records, classifying students, and maintaining and handling discipline, led to the designation of one of these

1

John S. Brubacher, A History of the Problems of Education (New York: McGraw-Hill Book Company, Inc., 1947), p.589.

instructors to serve in the capacity of headmaster principal. His focal role, however, remained that of a teacher.

It was during this time, as the actual need arose, that the practice of selecting one individual to serve in this elevated capacity evolved and from that practice came the existence and development of the title of secondary principal as we accept it in its commonest form in the make-up of our present secondary American public school system.

The period in our history between 1820 and 1875 is marked by the development of the public high school. Similar to the academy, with which it was in constant competition, the public high school tended to have a broad curriculum and to employ many teachers. Since there was no centralized city school organization, in the early days the high school was directed and controlled by the local school committee which elected a "principal teacher" to carry out administrative functions similar to those that were carried out by the principal of the academy. As the office grew in responsibility and importance, its title gradually changed into "principal of the public high school."

With the further expansion of the country brought about by exploration and an increase in population, the administration and supervision of the public schools in our larger cities began to be more centralized in the hands of one individual--the school superintendent.

In many of the cities in the East, the early superintendent's realm of authority was limited to the supervision

of the elementary and grammar schools. However, in the great Midwest, there was a greater tendency to make the superintendent responsible for the public high school also. In some instances, he was also the principal of the public high school or was required to teach high-school subjects. The steady movement toward the complete centralization of authority over all the schools in the hands of the superintendent made such rapid strides that it had become the common practice and acceptance by the latter half of the 1800's. According to Boardman:

By 1875 several influences tended to enhance the authority and responsibility of the high school principal. The rapid increase in the size of the school systems as a result of the growth of the cities and the movement toward the grading of the schools demanded the major attention of the superintendent and made it necessary for him to delegate larger responsibilities to the high-school principal. The increasing size of the high school likewise demanded more time for its proper administration. The result was a steady decrease in the teaching responsibilities of the principal; by 1875 the principals of the larger schools devoted all their time to administration.¹

The greatest growth of the principalship took place during the closing years of the nineteenth and beginning years of the twentieth centuries. As the nineteenth century gradually freed the principal from teaching duties so that he would have more time to attend to his administrative duties, so the twentieth century aided to release him from these administrative duties so he could readily begin to concentrate more and more on his supervisory ones.

1

Charles W. Boardman, "Administration." Encyclopedia of Educational Research, ed. Walter S. Monroe, (1952), p. 1191.

The early normal schools carried on a training program for high school students interested in training for and becoming teachers, but it soon became strikingly evident that the meager professional training received was far from being adequate to meet the growing demands for better and more competently trained candidates for the teaching profession. Consequently, much training remained to be done after the teacher had "graduated" from the normal training school and entered active service in the profession. Many professional students of education, particularly after the First World War, thought that the secondary principal was the most suited to carry on this in-service training of teachers. Also the meager beginning of psychological testing arose during the period of the First World War and a general curriculum revision at this time greatly added to the demand that the principal devote the major portion of his time to supervising beginning teachers in the profession and supervision of those who had already secured a minor foothold in teaching children with a basic but limited knowledge of teaching skills and procedures.

The importance and responsibility of the position varied both with the size of the school system itself and in the size of the community in and for which the school system served. Almost every stage in authority and responsibility which has ever existed during the inception and development of the high-school principalship can be traced in the public schools of our country today. According to Brubacher:

At first the principalship could not have ranked very high in social esteem, for it was not uncommon in the eighteenth century to see vacant principalships advertised.

Candidates, when they did present themselves, had to stand an examination in academic subject matter just as the teachers did. As the principalship grew in professional importance, the qualifications rose correspondingly. When a body of professional subject matter began to accumulate in the nineteenth century, the would-be principal often had to stand an examination on that as well. In the larger cities of the twentieth century the principalship finally took on such prestige that professional requirements not infrequently demanded that the principal hold the master's degree.¹

In the larger cities of our country today the high-school principalship is a position of marked importance in educational leadership. Yet, however, in some of the smaller communities and in consolidated areas the superintendents of schools directs the high school, and the secondary principal's, if such a position is actually in existence in the school system, primary function is still that of teaching. The superintendent serves in the capacity of an educational leader, competently trained in his profession of administering to the school system, to the patrons of the school district, and to the general community in which the school serves.

The greater majority of our present high schools are administered by principals who are regarded as responsible heads acting under the directions and suggestions of the school superintendent or executive officer and the official regulations and policies of each local board of education. The

¹

Brubacher, op. cit., p. 590.

principal thus becomes an intermediary professional officer between the superintendent and his school instead of a mere head teacher as he served in that capacity in the earlier schools in the past.

Today the secondary school principalship is a professional position requiring specific preparation on the part of the individual who aspires to fill it successfully. Since the principal has become a key administrative officer in the high school system, the question of his professional status is most important. Bearing directly upon his status, is the personal as well as professional qualifications of the individual aspiring to be a high-school principal.

A recent study of 561 principals, reported by Farmer, indicates that the master's degree is generally the highest earned degree. In this connection Farmer says:

The evidence from this study indicates strongly that public high-school principalship is growing into a professional position. In former years the principalship was held by one of the more mature teachers, without too much thought given to his professional qualifications. Efforts of accrediting associations increased the educational requirements for the high-school principalship with the result that the position began to assume more importance in the educational field. A Bachelor's degree was ample qualification for the earlier principalship. In fact, there were many principals who did not even have this degree. All of the high-school principals studied in this survey have had at least a Bachelor's degree with nearly three-fourths possessing their Master's degree. Not only have the number of principals with higher degrees increased, but many more have also had some educational teaching experience before entering upon the high-school principalship. This internship is part of the professional development of the principalship. Prospective principals can view the principalship as a desired position, and in turn be viewed by schools as

possible men for the principalship.

As the local representative of the superintendent today, the high-school principal can now render his greatest service to the school system in which he serves, as the responsible head of the school where he strives to put into execution the policies of the superintendent with due regard for the needs of his particular school. It thus becomes the duty of the selected individual to meet all the requirements for his position as one of the administrators of the school system in which he and others under his jurisdiction are joined in carrying out the important task of serving the needs of our present-day youth.

CHAPTER III

PRESENTATION OF THE QUESTIONNAIRE, TABLES, AND RESULTS OBTAINED

The range of duties and responsibilities devolving upon a secondary principal is determined somewhat by the size of the particular school system in which he is employed. If the school system is a large one and the superintendent is engrossed with numerous problems of school policy and procedure and can give but little time to supervision-- then in either case the work of the secondary principal must include many duties and responsibilities, in both school organization and administration, which do not come to a principal working in a school system of medium or larger size.

As an administrator, the secondary principal looks after all administrative details relating to custodians and their work and the needs of the various teachers; oversees the attendance and conduct and health of the students; orders and receives and often gives out the supplies; has charge of, and inventories, and keeps up the stock room; is responsible for the contents and care and often of the minor repairs of the school building; directs the work of his office clerk, if he is fortunate enough to have one; and makes reports as

required by the superintendent and board of education. He naturally works here largely under the laws of the State and the rules, policies, and regulations established by and laid down by the board of education governing the particular school district.

In order to study the existing role of the secondary-school principal in the schools in Iowa today, the author prepared a five-page questionnaire consisting primarily of personal information, education, size of school, duties performed, classes taught, and duties and responsibilities in the fields of curricular and extra-curricular activities, testing, and the preparation of, and filing of, administrative reports in each principal's respective high school. The duties and responsibilities actually performed in Iowa secondary schools by secondary principals were determined by sending this questionnaire to 200 principals in secondary schools in Iowa. Of the principals contacted by mail, 82 per cent returned their completed questionnaire. Of the 200 questionnaires mailed, 164 questionnaires were returned.

In order to cover a comprehensive sampling of principals throughout the state of Iowa, emphasis was placed on both the size of the secondary school and the size of the town or city in which the school was located. Thus, the writer selected schools in all sizes of towns and cities.

Table 1 shows the distribution of the 825 secondary-school districts in Iowa according to size of cities and the number and per cent of the total in each particular

classification listed in the sixteen population classifications ranging from rural independent towns with high schools to those in first-class cities of 100,000 population and over.

TABLE 1

DISTRIBUTION OF SECONDARY SCHOOL DISTRICTS
ACCORDING TO SIZE OF CITIES IN 1911, 1921

Code	Population	Number of Districts	Total Enrollment
1	First-class cities, 100,000 and over	1	100,000
2	First-class cities, 50,000 - 99,999	1	50,000
3	First-class cities, 25,000 - 49,999	1	25,000
4	Second-class cities, 10,000 - 24,999	1	10,000
5	Second-class cities, 5,000 - 9,999	1	5,000
6	Second-class cities, 2,500 - 4,999	1	2,500
7	Third-class cities, 1,000 - 2,499	1	1,000
8	Fourth-class cities, 500 - 999	1	500
9	Fifth-class cities, 250 - 499	1	250
10	Sixth-class cities, 100 - 249	1	100
11	Independent towns with high schools	1	10,000
12	Independent towns with high schools	1	10,000
13	Independent towns with high schools	1	10,000
14	Independent towns with high schools	1	10,000
15	Independent towns with high schools	1	10,000
16	Independent towns with high schools	1	10,000
17	Independent towns with high schools	1	10,000
18	Independent towns with high schools	1	10,000
19	Independent towns with high schools	1	10,000
20	Independent towns with high schools	1	10,000
21	Independent towns with high schools	1	10,000
22	Independent towns with high schools	1	10,000
23	Independent towns with high schools	1	10,000
24	Independent towns with high schools	1	10,000
25	Independent towns with high schools	1	10,000
26	Independent towns with high schools	1	10,000
27	Independent towns with high schools	1	10,000
28	Independent towns with high schools	1	10,000
29	Independent towns with high schools	1	10,000
30	Independent towns with high schools	1	10,000
31	Independent towns with high schools	1	10,000
32	Independent towns with high schools	1	10,000
33	Independent towns with high schools	1	10,000
34	Independent towns with high schools	1	10,000
35	Independent towns with high schools	1	10,000
36	Independent towns with high schools	1	10,000
37	Independent towns with high schools	1	10,000
38	Independent towns with high schools	1	10,000
39	Independent towns with high schools	1	10,000
40	Independent towns with high schools	1	10,000
41	Independent towns with high schools	1	10,000
42	Independent towns with high schools	1	10,000
43	Independent towns with high schools	1	10,000
44	Independent towns with high schools	1	10,000
45	Independent towns with high schools	1	10,000
46	Independent towns with high schools	1	10,000
47	Independent towns with high schools	1	10,000
48	Independent towns with high schools	1	10,000
49	Independent towns with high schools	1	10,000
50	Independent towns with high schools	1	10,000
51	Independent towns with high schools	1	10,000
52	Independent towns with high schools	1	10,000
53	Independent towns with high schools	1	10,000
54	Independent towns with high schools	1	10,000
55	Independent towns with high schools	1	10,000
56	Independent towns with high schools	1	10,000
57	Independent towns with high schools	1	10,000
58	Independent towns with high schools	1	10,000
59	Independent towns with high schools	1	10,000
60	Independent towns with high schools	1	10,000
61	Independent towns with high schools	1	10,000
62	Independent towns with high schools	1	10,000
63	Independent towns with high schools	1	10,000
64	Independent towns with high schools	1	10,000
65	Independent towns with high schools	1	10,000
66	Independent towns with high schools	1	10,000
67	Independent towns with high schools	1	10,000
68	Independent towns with high schools	1	10,000
69	Independent towns with high schools	1	10,000
70	Independent towns with high schools	1	10,000
71	Independent towns with high schools	1	10,000
72	Independent towns with high schools	1	10,000
73	Independent towns with high schools	1	10,000
74	Independent towns with high schools	1	10,000
75	Independent towns with high schools	1	10,000
76	Independent towns with high schools	1	10,000
77	Independent towns with high schools	1	10,000
78	Independent towns with high schools	1	10,000
79	Independent towns with high schools	1	10,000
80	Independent towns with high schools	1	10,000
81	Independent towns with high schools	1	10,000
82	Independent towns with high schools	1	10,000
83	Independent towns with high schools	1	10,000
84	Independent towns with high schools	1	10,000
85	Independent towns with high schools	1	10,000
86	Independent towns with high schools	1	10,000
87	Independent towns with high schools	1	10,000
88	Independent towns with high schools	1	10,000
89	Independent towns with high schools	1	10,000
90	Independent towns with high schools	1	10,000
91	Independent towns with high schools	1	10,000
92	Independent towns with high schools	1	10,000
93	Independent towns with high schools	1	10,000
94	Independent towns with high schools	1	10,000
95	Independent towns with high schools	1	10,000
96	Independent towns with high schools	1	10,000
97	Independent towns with high schools	1	10,000
98	Independent towns with high schools	1	10,000
99	Independent towns with high schools	1	10,000
100	Independent towns with high schools	1	10,000

TABLE 1

DISTRIBUTION OF SECONDARY SCHOOL DISTRICTS
ACCORDING TO SIZE OF CITIES IN IOWA, 1954

Code	Population	Number of Districts	Per Cent of Total Districts
1A	First Class cities, 100,000 and over	1	.12
1B	First Class cities, 30,000 - 99,999	9	1.09
1C	First Class cities, 15,000 - 29,999	7	.85
2A	Second Class cities, 10,000 - 14,999	6	.73
2B	Second Class cities, 5,000 - 9,999	28	3.39
2C	Second Class cities, 2,500 - 4,999	37	4.44
2D	Second Class cities, 2,000 - 2,499	18	2.18
3A	Towns, population, 1,000 - 1,999	79	9.58
3B	Towns, population, 500 - 999	115	13.95
3C	Towns, population under 500	109	13.21
3D	Independent school districts in unincorporated communities	2	.24
4A	Consolidated districts with towns over 500	115	13.94
4B	Consolidated districts with towns under 500	205	24.89
4C	Consolidated districts in unincorporated communities	84	10.18
S2	School townships with high schools	8	.97
R2	Rural Independents with high schools	2	.24
Total		825	100.00

A breakdown of Table 1 was then made classifying the total number of schools into four groups as evidenced by Table 2. This table shows all schools in the State divided in four groups and the total number of school districts in each grouping with a percentage figure of the total.

Table 3 shows the same groupings and distribution as Table 2 with the number of schools in each district, the number of questionnaires mailed to principals in that grouping of districts, the number of completed questionnaires returned, and the per cent of return relative to that particular grouping. It can thus be shown from these first three tables that a representative and comprehensive sampling was taken from the 825 school districts in the state of Iowa and that the results obtained from 164 principals can be deemed adequate and representative of all the secondary schools now operating in Iowa. Insofar as is possible the remaining tables both illustrated and discussed in this chapter will show results obtained from each grouping so that the role of the principal may more easily be determined according to the size of the school in which he serves as an administrator and the size of the community or city in which each school serves. The duties and responsibilities of the principal will vary considerably depending on the size of the school in which he is serving. As the size of school increases, his duties will become more specialized and more delegating of duties will be done to other teachers and to vice principals. In the smaller schools, the principal will assume most of these duties and

responsibilities himself with very little delegating of duties to others.

Table 2

DISTRIBUTION OF SECONDARY SCHOOL DISTRICTS IN FOUR CLASSIFICATIONS RELATING TO POPULATION RELATIONS IN 1961, 1950

Code	Population	Number of Districts	Per Cent of Total Districts
1-10	15,000 and over	17	2.86
11-20	5,000 - 14,999	89	18.79
21-30	500 - 4,999	194	23.51
31-40	100 and below	525	63.83
Total		825	100.00

TABLE 2

DISTRIBUTION OF SECONDARY SCHOOL DISTRICTS IN FOUR CLASSIFICATIONS
 ACCORDING TO POPULATION BREAKDOWN IN IOWA, 1954

Code	Population	Number of Districts	Per Cent of Total Districts
1-A 1-B 1-C	15,000 and over	17	2.06
2-A 2-B 2-C 2-D	2,000 - 14,999	89	10.79
3-A 3-B	500 - 1,999	194	23.51
3-C 3-D 4-A 4-B 4-C S-2 R-2	499 and below	525	63.64
Total		825	100.00

TABLE 3

DISTRIBUTION OF AND PERCENTAGES OF RETURN OF QUESTIONNAIRES MAILED TO 200
SECONDARY PRINCIPALS IN SELECTED IOWA HIGH SCHOOLS, 1954

Classification of Cities According to Size of Population	Groups	CLASSIFICATION OF QUESTIONNAIRES			
		Number of Districts	Number Mailed	Number Returned	Percentage of Total Number Returned
15,000 and over	I	17	17	13	7.9
2,000 - 14,999	II	89	35	30	18.2
500 - 1,999	III	194	60	52	31.7
499 and below	IV	525	88	69	42.2
Totals		825	200	164	100.0

TABLE 4

ADMINISTRATIVE POSITION STATUS HELD BY 164 SCHOOL
ADMINISTRATORS IN IOWA SECONDARY SCHOOLS, 1954

Administrative Position Held	CLASSIFICATION				Total
	Group I	Group II	Group III	Group IV	
School Superintendent	0	0	0	0	0
Secondary School Principal	13	29	49	62	153
Acting Secondary School Principal	0	1	3	7	11
Total	13	30	52	69	164

In Table 4 showing the administrative status of 164 school administrators, the writer found that 93 per cent of the principals were properly certified to serve in the capacity of a secondary-school principal. Only 7 per cent were serving in the capacity as an acting uncertificated principal while none were listed as school superintendents. From the results obtained, it can be seen that the area of the secondary principalship in Iowa schools is being served by individuals who are properly qualified according to state certification requirements. In the smaller schools, the principalship was being served by properly certificated individuals but here there were seven schools polled where a teacher was serving in an acting role, probably doing the same kind of

work, although not being certificated to serve in the principalship capacity.

In group one, all of the thirteen principals were certified secondary-school principals which indicates the highest professional qualifications being held by those individuals in the larger schools of the state. In addition, in group two, 29 of 30 principals were properly certificated for the positions held whereas in group three, 49 out of 52 were properly certificated and in group four, 62 out of 69 principals held the secondary-principal certificate. Relative to the entire picture, therefore, it can be seen that 153 out of 164 principals were properly certificated; thus bringing to mind the fact that the principalships in Iowa are being held by individuals who are professionally minded and properly certificated to serve in the capacity of a secondary-school principal.

The survey was directed towards the principalships held in Iowa in 1954 and it can be seen from the table that no superintendents replied to the questionnaire. The writer did, however, mail some of the questionnaires to superintendents in the hope that the superintendents might see and realize the importance of the questionnaire and pass it along to the principals to fill out and return to the writer.

TABLE 5

CLASSIFICATION OF NUMBER OF MEN AND WOMEN ENGAGED
AS SECONDARY PRINCIPALS IN 164 SECONDARY SCHOOLS
IN IOWA, 1954

Classification According to Sex	CLASSIFICATION				Total
	Group I	Group II	Group III	Group IV	
Men	13	30	49	60	152
Women	0	0	3	9	12
Total	13	30	52	69	164

The high-school principalship has typically been held by men, women holding less than 10 per cent of all positions in the United States. In the small high school, women hold about 25 per cent of the positions, but the proportion declines with increase in size of schools. In the largest schools women rarely hold the office of principal.

Table 5, the classification of men and women in secondary schools in Iowa, shows a preponderance of men holding the administrative position of secondary-school principal. A total of 152 or 92 per cent of all principalships were held by men. Only in the smaller schools, or those in group 4, were there any schools where many women were serving as secondary principals. In order to earn a higher position on the salary scale or for personal advancement, the administrative areas are usually occupied by men who after successful years as a classroom teacher, wish to increase their education through leaves of absence or through attending summer sessions to gain

additional college credit towards the advanced degree in school administration. In many cases in the profession of teaching, men will and do remain in the profession for a longer time than do women. To many men, the teaching profession becomes a life-long career; therefore, in order to remain in teaching, men will continue their study for the profession and try to advance in the profession by acquiring more college work and thereby preparing themselves for the higher paid administrative positions that call for more preparation and experience.

TABLE 6

CLASSIFICATION OF AGE GROUPS OF 164 SECONDARY
PRINCIPALS IN SECONDARY SCHOOLS IN IOWA, 1954

Age Groupings (5 Year Inter- vals)	Classification				Total
	Group I	Group II	Group III	Group IV	
21 - 25 incl.	0	1	0	2	3
26 - 30 incl.	0	3	17	24	44
31 - 35 incl.	0	7	15	17	39
36 - 40 incl.	2	4	6	5	17
41 - 45 incl.	3	6	6	7	22
46 - 40 incl.	3	5	5	3	16
51 - 55 incl.	2	3	2	5	12
56 - 60 incl.	3	1	1	2	7
61 - 65 incl.	0	0	0	3	3
66 and over	0	0	0	1	1
Total	13	30	52	69	164

In regard to the ages of the secondary principals in this study, Table 6 classifies all the principals according to age brackets. Most of the principals in the smaller schools are in the lower age brackets of 21 to 35, while those in the upper age bracket of 40 and 55 are employed in larger schools. It is the opinion of the writer that in the younger age brackets are those with lesser experience and education and as these two factors increase, the principals will move to the larger schools in the larger cities; thus increasing their salaries and status as they advance toward employment in these larger schools.

These generally are the thoughts and expectations of a secondary-school principal as indicated by the age-brackets in group one. In the table, from age 40 on, many of the principals are located in the larger schools of group one and group two where the salaries generally are much higher than in the schools in group three and four. However, it can be seen that even in group four, some of the older principals are employed in school systems in that grouping--either because of a high salary that keeps them in the school system or because of their particular or peculiar preference for a relatively small school system.

It can be seen that 83 of the 164 principals are in the 26 to 35 age bracket and most of these are in schools in group three and four. This stems from the fact that experience in the principalship is gained first in the smaller schools as the individual begins in these schools. As his experience

increases, as shown by the table, the number of principals increase in the high age brackets.

TABLE 7

CLASSIFICATION OF ADMINISTRATORS ACCORDING TO
RECOGNIZED ACADEMIC DEGREES HELD BY 164 PRIN-
CIPALS IN SECONDARY SCHOOLS IN IOWA, 1954

Degree Held at Present. (Disregard Hours Earned To Date Toward Next Highest Degree)	Classification							
	Group I		Group II		Group III		Group IV	
	Yes	No	Yes	No	Yes	No	Yes	No
Bachelor of Science/Arts	13	0	29	1	36	16	25	44
Master of Science/Arts	13	0	29	1	36	16	25	44
Doctor of Philosophy	0	0	0	0	0	0	0	0
Total	13	0	29	1	36	16	25	44

Coinciding with the information shown in Table 6 and Table 7 classifies the principals according to academic degrees earned to date. The advanced degree was found to be held by all principals in the highest grouping, 96 per cent held the advanced degree in group 2, 69 per cent held the advanced degree in group 3, and only 36 per cent in group 4 held the advanced degree. A total of 62 per cent of all the secondary principals actually held the advanced degree and many of those not having earned the degree at the present time indicated on the questionnaires that they are currently working toward the degree which indicates the trend and professional-mindedness that the secondary principals in Iowa do have at the present time. It is thus evident from the results of this table that the principalship in Iowa is gaining a stronger foothold in importance as a professional position in our secondary schools.

In many schools, it is now becoming a requirement for employment for all applicants to hold the master's degree; thus bringing professional standards up to a new high in importance and in prestige.

No returns were received showing the doctorate degree held by a secondary principal, as shown in Table 7. This is quite evident in secondary-school administration as the master's degree is considered as being the uppermost degree sought by individuals as high-school teachers or administrators. The superintendent's standard certificate and superintendent's certificate with advanced preparation is sought after and earned in many cases, but the individual rarely continues his graduate work to the point where a Doctor of Philosophy degree is actually earned and granted.

Master's Degree	0	0	0	0	0
Superintendent's Standard Certificate	1	3	3	3	10
Superintendent's Certificate with Advanced Preparation	1	3	3	3	10
Total	2	6	6	6	20

Table 8 illustrates the findings of a classification of areas of concentration in which principals have earned the advanced degree. Of the nine fields of concentration listed in the questionnaire, a total of 137 or 83 per cent indicated the administrative area to be the major scholastic field of advanced college work. This is an obvious conclusion as most of the work of the secondary principal position in administrative areas is of a supervisory in nature.

TABLE 8

CLASSIFICATION OF AREA FIELDS OF CONCENTRATION IN
WHICH GRADUATE WORK WAS TAKEN BY 164 PRINCIPALS IN
SECONDARY SCHOOLS IN IOWA, 1954

Area Fields of Concentration	Classification				Total
	Group I	Group II	Group III	Group IV	
Administration	10	26	44	57	137
Supervision	1	0	2	5	8
Guidance	0	1	0	3	4
Physical Educ.	0	0	2	1	3
Curriculum	0	0	1	0	1
Educ. Psych.	1	0	0	0	1
Hist. and Phil. of Education	0	0	0	0	0
Rem. and Diag. Education	0	0	0	0	0
Classroom Teach.	1	3	3	3	10
Total	13	30	52	69	164

Table 8 illustrates the findings of a classification of area fields of concentration in which principals have earned the advanced degree. Of the nine fields of concentration listed in the questionnaire, a total of 137 or 83 per cent indicated the administrative area to be the major concentrated field of advanced college work. This is an obvious conclusion as most of the work connected with the secondary-principal position in Iowa schools today is administrative or supervisory in nature.

A principal serves in an administrative role in the secondary-school. Thus advanced work is usually undertaken in courses dealing with policies and procedures of administration and of administering to the board of education, superintendent, teachers, students and parents of the particular school system, in which the principal is employed.

The second highest area in which graduate work was taken was in the field of classroom teaching where 10 of the 164 principals elected to take further college work. This area is generally a continuation of their undergraduate work--majoring in one subject matter area of concentration. In addition, to fulfill the requirements for a secondary principal's certificate, they took sufficient administrative courses to qualify them for a principalship; thus emphasizing again that 83 per cent of the principals polled had taken graduate work in administration as the first choice of graduate work beyond the baccalaureate degree.

Eight principals polled indicated the area of supervision as their major field of graduate study. This area again hinges on the administrative area of concentration where the two are of primary importance to a secondary-school principalship. The area of guidance likewise is closely connected to the areas of administration and supervision as indicated by four principals in the table, three of whom were employed in the smallest school systems in the state.

Basically, however, the administrative field of concentration leads in all graduate work taken by secondary-school

principals. As further evidence of this fact, 10 of 13 in group one, 26 of 30 in group two, 44 of 52 in group three, and 57 of 69 in group four had taken primarily all of their graduate work in this one primary-important graduate field of concentration.

No principals reported a field of concentration in the area of History and Philosophy of Education or Remedial and Diagnostic Education. Usually these two represent specialized fields of concentration for graduate work. Students who elect to choose either of these two as graduate majors are not interested in school administration as a career in teaching, but rather as specialists who work with students and teachers in these highly specialized fields of concentration.

Only one principal in group one indicated by his returned questionnaire that he chose Educational Psychology as his major field of graduate school concentration. Again this is primarily due to the fact that he wishes to specialize in one field of concentration with no or little thought of high-school administrative work.

It may generally be stated that any individual will enter graduate school for the primary purpose of gaining a further insight into one specific area of subject matter. Those choosing advanced work in the undergraduate field of concentration will not elect to become school administrators. The same may be said for those choosing school-administrative graduate work. They will be specialists in school administration--

thus taking part or all of their courses in graduate work in the particular and specialized area of school administration.

TABLE 9

CLASSIFICATION OF TYPES OF CERTIFICATES PRESENTLY
HELD BY 164 PRINCIPALS IN SECONDARY SCHOOLS IN
IOWA, 1954

Type of Present Certificate Held	Classification				Total
	Group I	Group II	Group III	Group IV	
Standard Secon. Certificate	13	30	52	69	164
Advanced Sec. Certificate	0	0	0	0	0
Secondary Prin. Certificate	10	17	34	49	110
Professional Cert. With Secon. Prin. Endorsement	0	3	7	5	15
Superintendent's Certificate	5	14	25	12	56
Permanent Pro- fessional Cert. With Superintendent Endorsement	2	3	4	3	12

Table 9 classifies the various kinds of teaching and administrative certificates held by 164 principals in secondary schools in Iowa. A total of 125 or 76 per cent of all returned questionnaires showed that the secondary-principal's certificate or the newest professional certificate with secondary-principal endorsement were held by secondary-principals in Iowa. A total of 68 or 41 per cent of the principals also indicated

they held the superintendent's certificate or the newest permanent professional certificate with superintendent endorsement. The above table proves the fact that the principals are well qualified as far as State requirements for certification are concerned in Iowa and many principals are even above the State requirements by holding superintendent's certificates.

The certification requirements for the secondary principalship in Iowa in the past have been rather lenient. Prior to July, 1952, a secondary-school teacher with a baccalaureate degree could qualify for a principalship with six-graduate hours of concentrated study in school administration. After that date, however, the certification requirements rose to twenty hours of graduate study in school administration before a secondary principal's certificate could be issued to any applicant. However, as evidenced by Table 9, many of the principals now holding the secondary principal's certificate have earned their certificates on the minimum of six hours. Possibly some have continued in their graduate study during summer sessions but they had been approved once under the certification laws of the State--thus once approved, always approved. Generally, however, it may be said that many of the principals now serving in the capacity of high-school administration have entered the field since the recent change in certification requirements and are now holding secondary principal's certificates or the new professional certificate with secondary-principal endorsement based on twenty hours of graduate study in school administration. As indicated in Table 9, 5 of 13 in

group one, 14 of 30 in group two, 25 of 52 in group three, and 12 of 69 in group four now hold the superintendent's certificate, which is now based on the master's degree. In addition, 2 of 13 in group one, 3 of 30 in group two, 4 of 52 in group three, and 3 of 69 in group four hold the newest and highest certificate of permanent professional with superintendent endorsement; thus showing that the qualifications of the secondary-principals in our secondary-schools in Iowa are the highest possible and in many cases the principals are "over-qualified" to serve in the capacity of high-school principalships.

Improved certification laws affecting principals in the State and more individuals meeting those certification requirements by increased graduate study undoubtedly points the way for higher and higher professionalism and professional standards within the profession of secondary-school principalships. Increased and rigid laws governing issuing of certificates and more individuals seeking those positions can only mean that the profession is growing in strength from the ground roots which serves as the basis for improved certification laws for those individuals entering and remaining in the elementary classroom teaching positions, elementary-principalship positions, junior-high classroom teaching and junior-high principalship positions in the public school systems of Iowa. Only can a profession grow in strength and numbers when more and more members join in improving standards and certification laws governing entry into and permanency of membership in the profession. From all indications, the secondary-principals in the

State of Iowa are setting the pace for advancement in other fields of public-school teaching and school administration. This is as it should be. The teaching personnel of the profession looks to the administrators for guidance, assistance, and leadership. Thus it is up to these administrators--the principals and the superintendents in Iowa--to furnish this guidance, assistance, and leadership so that not only they themselves may gain in strength and numbers, but lead others interested in the teaching profession and those now in the teaching field to improve their own standards of education and State certification requirements.

In the opinion of the writer, the administrators are doing a remarkable job in seeing that the profession is increasing in numbers and in strength. With the continued support of not only a few administrators but all administrators in the field can this now be done. Every administrator has his part to play in advancing the profession to the utmost strength and importance that it should attain and maintain.

TABLE 10

NUMBER OF YEARS OF TEACHING EXPERIENCE HELD BY 164
PRINCIPALS OF SECONDARY SCHOOLS IN IOWA, 1954

Years of Teaching Experience (5 year Intervals)	Classification				Total
	Group I	Group II	Group III	Group IV	
0 - 4 incl.	0	3	4	10	17
5 - 9 incl.	1	9	31	36	77
10 -14 incl.	4	2	4	5	15
15 -19 incl.	0	6	6	2	14
20 -24 incl.	2	3	7	7	19
25 -29 incl.	2	3	0	3	8
30 -34 incl.	3	3	0	3	9
35 -39 incl.	1	1	0	1	3
40 and over	0	0	0	2	2
Total	13	30	52	69	164

Table 10 and Table 11 classify the number of years of teaching and administrative experience held by 164 secondary-principals in Iowa. Between five and nine years of teaching experience is the average for the principals covered in this survey. A total of 77 or 47 per cent of those replied indicated between five and nine years of teaching experience. In group one, however, the number of years' experience indicated as high as one in the 35-39 bracket. The trend indicates more principals having increased teaching experience as the size of

school increases. This bears out the known fact that appointment to a principalship is based primarily on years of experience as a generally successful classroom teacher. An assumption arises, however, that an experienced classroom teacher will prove to be a successful administrator; but with advanced work in administration, the applicant generally proves successful.

In group one it can be seen that no principal was employed in the 0 - 4 bracket of years of teaching experience. One of the primary requirements of a principalship in this largest group is experience as well as education. Thus in the same bracket in group four, 10 principals indicated their total years' experience to be less than five years. In the 5 to 9 years of teaching experience bracket, only one of 13; 9 of 30; 31 of 52; and 36 of 69 principals stated their total experience in this bracket. In groups three and four especially, it can be seen that 67 principals were in this particular teaching-experience bracket; thus pointing out the fact that after their first four years they generally secure a high-school principalship in the two smaller groups of schools in Iowa. As the experience brackets increase, the number of principals in the schools increase to the point that in the 35 to 39 years' experience bracket, 1 of 13 in group 1; 1 of 30 in group two, and 1 of 69 in group four are situated in that category. To the extreme, however, 2 of 69 in group four stated their years of teaching experience to be 40 years or over.

It is generally assumed that after a number of years of being a secondary-principal, many of them seek superintendent

positions in the schools in the State. To many individuals, the principalship is but a steppingstone to the school superintendency while others are well satisfied in their principalship roles and remain in that particular field. From the table it may be seen that 142 of the 164 principals have between one and twenty-four years' teaching experience to their credit. Thus to many of these principals, it proves that the high-school principalship is not a mere steppingstone to a higher position, but a position that offers security and satisfaction and not a prerequisite to a more responsible and higher-paying position.

TABLE 11

NUMBER OF YEARS OF ADMINISTRATIVE EXPERIENCE HELD
BY 164 PRINCIPALS OF SECONDARY SCHOOLS IN
IOWA, 1954

Years of Admin. Experience (5 Year Intervals)	Classification				
	Group I	Group II	Group III	Group IV	Total
0 - 4 incl.	0	10	25	40	75
5 - 9 incl.	4	9	16	14	43
10 - 14 incl.	2	5	7	4	18
15 - 19 incl.	3	2	0	4	9
20 - 24 incl.	1	1	4	3	9
25 - 29 incl.	1	2	0	4	7
30 - 34 incl.	2	1	0	0	3
35 - 39 incl.	0	0	0	0	0
40 and over	0	0	0	0	0
Total	13	30	52	69	164

The years of administrative experience also increases as the size of school increases as evidenced by Table 11. In the smaller groups, 118 or 72 per cent of those questioned indicated administrative experience of between one and nine years; whereas, in group one or the largest schools, two principals indicated between thirty and thirty-five years of administrative experience. Thus from the above table on administrative experience it may be concluded that as the schools increase in size, the administrative experience increases in direct relationship; thus deeming it necessary that more administrative experience is desired for employment in the larger secondary schools in the State.

This table is similar in nature to the preceding table on years of teaching experience held by 164 principals in secondary schools in Iowa, 1954. In group one it can be seen that no principal was employed in the 0 to 4 bracket of administrative experience. However, in group two, 10 of 30; 25 of 52 in group three; and 40 in group four were employed as principals with administrative experience of less than five years. In all four groupings, it can be seen that 136 of 164 principals were employed in school systems with less than fifteen years of administrative experience to their credit. A total of 28 of 164 principals were employed in school systems in which they had between fifteen and thirty-five years of administrative experience to their credit--thus proving the fact that most principals in the larger schools must have increased

administrative experience in order to be considered for employment by a school district. In groups 35 and above in years of administrative experience, the table shows no principals in those classifications. It may generally be assumed, therefore, that principals do shift to the superintendency of smaller schools and eventually remain in the smaller systems or advance to superintendent positions in the larger schools of the State of Iowa.

TABLE 12

CLERICAL ASSISTANCE PROVIDED FOR 164 PRINCIPALS
IN SECONDARY SCHOOLS IN IOWA, 1954

Classification of Clerical Assistance	Classification				Total
	Group I	Group II	Group III	Group IV	
Full-time Employed Secretary	13	23	29	15	80
Part-time Employed Secretary	0	3	4	13	20
Student-Secretary	0	4	12	17	33
Non Provided	0	0	7	24	31
Total	13	30	52	69	164

The amount of teaching which the principal is required to do will affect markedly the time he can devote to other functions. Since the school of the teaching principal or part-time teaching principal is ordinarily smaller than that of the non-teaching principal, less clerical assistance is given the former, although he actually may need more than is granted.

In a school where the principal must handle all the office details himself, keep his own records, write his own letters, compile his own reports, care for the stock room, answer the telephone, and see pupils and parents, the task is hopeless without good system, if any real supervision is to be done.

Only the larger schools may be expected to be provided with an office clerk, but where such a helper is provided, she may be made very useful. In a school of a dozen or fifteen teachers a clerk ought to be provided, beginning with those schools where there are principals who can use a clerk to the best advantage and gradually extending the plan.

Table 12 shows the clerical assistance provided for 164 secondary-principals in Iowa. In the larger schools in the table, a full-time employed secretary was employed for all thirteen principals in group one. In group two, 23 of 30 principals were provided with a full-time secretary. As the size of school decreases, however, the full-time secretaries decrease proportionately until in many of the smaller schools in the State no secretary is even hired on a part-time basis. Either a student-secretary or none at all is provided for the principal. Thus in addition to his extra-curricular, curricular, and administrative activities, he is forced to do all clerical work himself. Thus much of his school day is taken up with trivial clerical matters that could easily be handled by a secretary employed by the board of education. It is the writer's

opinion at this point that many school boards in the smaller schools in Iowa are paying extraordinary salaries for mere clerks or "glorified bookkeepers" as is often termed a small secondary-school principal in an Iowa school today. He is trained and experienced as a secondary-school administrator. Thus his duties are in that classified field or area--not in accepting and actually performing detailed matters of routine typing, filing, corresponding, compiling, and checking that could very easily and efficiently be handled by clerks and secretaries who are experienced more thoroughly in those fields of endeavor.

In the larger schools, as shown by Table 12, various clerks and secretaries are employed to relieve the principal from the above clerical duties. Thus the principal has sufficient time to perform his duties and responsibilities relative to administrating and supervising the needs of his particular school. Much of the work is delegated to the clerical assistants, although it remains the responsibility and duty of the principal to oversee and check each report or record that is done by his experienced help in the school and in his school office.

TABLE 13

NUMBER OF ACADEMIC COURSES TAUGHT BY 164 PRINCIPALS IN SECONDARY SCHOOLS IN IOWA, 1954

Academic Courses Taught	Classification				Total
	Group I	Group II	Group III	Group IV	
0	13	10	1	2	26
1	0	17	5	2	24
2	0	1	19	6	26
3	0	2	16	26	44
4	0	0	11	23	34
5	0	0	0	9	9
6	0	0	0	1	1
Total	13	30	52	69	164

Table 13 indicates by number the academic classes taught by 164 secondary-principals in Iowa. One important reason why the principal is often busy with trivial matters is the fact that the incumbent in the smaller schools is frequently more teacher than principal. In groups three and four in the smaller schools in the survey, at least three classes are usually taught by the principal in addition to his varied duties as a school administrator. As the size of school increases, however, the number of classes taught decreases proportionately; thus freeing the principal from academic classroom instruction to use his time more fully and effectively in supervisory and

administrative capacities. As further evidence of this fact, all thirteen principals in group one or the highest bracket and ten in the next highest bracket of size of schools did not indicate any academic classes taught during the school day. Thus their time is spent in an administrative capacity and they are not classified as a "principal-teacher" or even a "Teacher-principal," as are most of the principals in the smaller schools in the state as evidenced by the table.

A total of seventeen principals in group two indicated one class taught each day. This may be due to two reasons. One is to take one class that another teacher may not prefer or possibly a class that would overload another teacher. The other reason may be due to the fact that the principal prefers to teach one class in his major field of undergraduate or graduate concentration.

In group three, it may be seen that the principals in this particular classification teach two, three, and even four classes each day in addition to their administrative duties and responsibilities. In group four, twenty-six principals indicated three classes and twenty-three indicated four classes taught each day. In both groups three and four the principal is considered a classroom teacher in too many instances; generally teaching almost as many classes as a regular classroom teacher. In group four, nine principals indicated five classes per day and in one extreme instance, one principal teaches as high as six classes each day. In addition to teaching these classes of three, four, five and even six in number, he is

still expected to fulfill all administrative and supervisory duties and responsibilities pertaining to student records and reports, administrative records and reports and other duties and responsibilities that require his personal time and ability.

In the writer's opinion backed by personal experience as a secondary school principal teaching three classes, not more than two classes should be assigned and taught by a principal in any high school--regardless of size. The teaching day is not long enough to include sufficient time and energy to teach more than two classes and carry out the duties and responsibilities necessary for a secondary principal to perform. Justice cannot be done to teaching, preparation, or preparing reports, grades, and compiling records for student personnel and teaching personnel to carry out effectively and efficiently an adequate school program for each day.

TABLE 14

EXTENT TO WHICH SECONDARY PRINCIPALS ARE ASSIGNED TO
EXTRA-CURRICULAR ACTIVITIES IN ADDITION TO THEIR AD-
MINISTRATIVE DUTIES IN 164 SECONDARY SCHOOLS IN
IOWA, 1954

Classification of Extra-Curricular Activities	Classification									
	Group I		Group II		Group III		Group IV		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
SPORTS:										
Football	0	13	0	30	2	50	1	68	3	161
Boys Basketball	0	13	0	30	3	49	10	59	13	149
Girls Basketball	0	13	0	30	5	47	10	59	15	149
Baseball	0	13	0	30	2	50	9	60	11	153
Track	0	13	0	30	0	52	0	69	0	164
Swimming	0	13	0	30	0	52	0	69	0	164
Tennis	0	13	0	30	0	52	0	69	0	164
Golf	0	13	0	30	0	52	0	69	0	164
Girls Softball	0	13	0	30	2	50	1	68	3	161
Wrestling	0	13	0	30	0	52	0	69	0	164
Jr.Hi.Boys Bask.	0	13	0	30	0	52	5	64	5	159
Jr.Hi.Girls Bask.	0	13	0	30	4	48	5	64	9	155
PUBLICATION:										
Annual	0	13	6	24	16	36	17	52	39	125
Newspaper	0	13	0	30	7	45	18	51	25	139
Magazine	0	13	0	30	0	52	2	67	2	162
Student Hndb.	1	12	8	22	15	37	11	58	35	129
Teacher Hndb.	2	11	9	21	6	46	4	65	21	143
DRAMATICS:										
Class Plays	0	13	1	29	4	48	15	54	20	144
Debate	0	13	0	30	1	51	3	66	4	160
Declam/Speech	0	13	0	30	0	52	8	61	8	156
Student Assemb.	1	12	5	25	13	39	21	48	40	124
MUSIC:										
Band	0	13	1	29	1	51	0	69	2	162
Chorus	0	13	1	29	0	52	1	68	2	162
Orchestra	0	13	0	30	0	52	0	69	0	164
Boys Gl.Club	0	13	0	30	0	52	1	68	1	163
Girls Gl. Club	0	13	0	30	0	52	2	67	1	162
Indiv. Lessons	0	13	0	30	1	51	0	69	1	163
Summer Band	0	13	0	30	1	51	0	69	1	163
Boys Quartet	0	13	0	30	0	52	0	69	0	164
Girls Quartet	0	13	0	30	0	52	0	69	0	164

TABLE 14--Continued

EXTENT TO WHICH SECONDARY PRINCIPALS ARE ASSIGNED TO
EXTRA-CURRICULAR ACTIVITIES IN ADDITION TO THEIR AD-
MINISTRATIVE DUTIES IN 164 SECONDARY SCHOOLS IN
IOWA, 1954

Classification of Extra-Curricular Activities	Classification									
	Group I		Group II		Group III		Group IV		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
<u>OTHER CLASSIFICATION:</u>										
Class Sponsor	0	13	8	22	38	14	65	4	111	53
Dept. Club Sponsor	0	13	0	30	3	49	6	63	9	155
Librarian	0	13	0	30	7	45	13	56	20	144
Spec. Int. or Hobby	0	13	1	29	2	50	3	66	6	158
School Cafeteria	0	13	0	30	1	51	6	63	7	157
School Store	0	13	0	30	1	51	0	69	1	163
Student Council	2	11	21	9	24	28	23	46	70	94
Girls' Chaperone	0	13	0	30	1	51	1	68	2	162
Others	0	13	3	27	8	44	13	56	24	140

Table 14 illustrates by size of school the extent to which secondary principals are assigned to extra-curricular activities and duties in addition to their administrative and supervisory ones. The table shows, by major headings, the actual number of principals engaged in each major activity in school. It may be concluded by the writer that as the size of school increases the delegation of extra duties are assigned to other teachers in the system; thus freeing the principal for more important administrative and supervisory duties and responsibilities.

In the small schools, especially in group three and four, the table shows a preponderance of extra-curricular duties assigned to the secondary principals. In fact, in many

instances, it may be concluded from the table that the principal in addition to three, four or five classes, is overburdened considerably with as high as four or five extra-curricular activities in which he serves as sponsor or supervisor. This seems highly inexcusable as the principal is deemed an administrator in any size school--not as an overworked, overburdened individual who is attempting to be a teacher, extra-curricular coordinator and administrative official at the same time and in the same position.

Time is of the essence in being in charge of or being a sponsor for any activity listed in Table 14. Additional time during the day is important and many times a requirement in order to plan and carry out effectively any of the duties, activities, and teaching connected with any curricular or extra-curricular program activity in the school. In some cases, the time cannot be taken during the hectic school day of an ordinary high-school principal. Thus it requires before and after school hours and even evening hours to plan and promote student activities as listed in Table 14.

It is the writer's opinion that not more than two extra-curricular activities be assigned any secondary-school principal. In order to carry out effectively and efficiently these two activities, sufficient time and effort must be put forth in order to obtain satisfactory results.

The first classification in Table 14 pertains to sports. Generally it may be concluded that very few principals reporting indicated any sport that was supervised by them. Girls

basketball in which fifteen principals reported an active interest seems to be the highest rated sport in that particular grouping. In regard to publications, thirty-nine principals reported that they personally had charge of the school annual and thirty-five reported the student handbook as their personal responsibility. In either of these two cases, many of the duties may be delegated to students as well as teachers; thereby leaving the principal with more time for more important administrative duties and responsibilities.

In reference to dramatics, forty principals of 164 reporting indicated they had complete charge and responsibility for student assemblies. Here the duties may also be delegated to the student council, individual students, or to teachers in the particular school system. Again it leaves sufficient time for the principal to engage in more administrative duties and responsibilities.

Very few principals reported any primary responsibility connected with music in any form. Only two principals reported a personal responsibility to direct the band, chorus, and girls glee club. One principal reported that he was personally responsible for boys glee club, individual lessons, and summer band. No principals reported activity connected with orchestra, boys quartet or girls quartet.

In the final section of Table 14, a total of 111 of 164 principals indicated they were directly responsible for class sponsors. A large amount of work connected with sponsoring a class may be delegated and meetings may also be turned

over to a responsible classroom teacher in case the principal finds little time for actual participation with class groups. A total of seventy principals reported a personal responsibility toward the student council operating in their schools. A lot of time is necessary to establish a student council, but in the succeeding years much of the work connected with its operation may possibly be delegated to other teachers on the faculty.

It may be concluded from Table 14 that few principals are directly connected with student activities in the schools. In each case, however, they serve as supervisors and administrators, but the work and time necessary for their successful operation is delegated to other teachers. This leave the principal with more time to be taken with important administrative and supervisory work governing the entire secondary-school system.

TABLE 15

ADMINISTRATIVE RESPONSIBILITIES OF 164 IOWA SECONDARY SCHOOL PRINCIPALS IN RELATION TO A STANDARDIZED TESTING PROGRAM, 1954

Personal Responsibility To Report Results of Tests	Classification				Total
	Group I	Group II	Group III	Group IV	
Individual Student	1	10	25	33	70
Teacher	5	17	25	34	81
Superintendent	2	13	23	25	63
Guidance Counselor	3	5	5	3	16
Parents	2	13	5	7	27

In reference to a standardized testing program in the 164 secondary schools surveyed in Iowa, 134 or 81 per cent indicated that such a testing program was in operation in the school. The extent of the programs conducted were not polled, but Table 15 indicated to whom the results are shown or given. Generally, the individual student, teacher, and superintendent of schools were given the results of the tests administered to the pupils in all four groups of secondary schools polled. In addition, it may be seen from the table that in only sixteen cases, were the results given to guidance counselors and in only twenty-seven instances where the parents received any notification as to the test results of their children. It is generally accepted that the pupils and teachers be notified of the results, and possibly the superintendent; but the superintendent does very little, generally, about the results. It is the opinion of the writer that more emphasis be placed on the guidance counselor whenever and wherever one is available in the schools so that he may study each pupil's results and use the results as needed in personal interviews with the pupil or possibly in interviews with the pupil's parents as to strengths and weaknesses in the child's emotional as well as educational progressive growth during his four years in high school. The results should also be used toward directing and counseling the student for various careers after graduation and channel him into occupations or professions where his talents are greatest and his weaknesses will be lessened.

The larger schools do have the services of guidance

counselors whereas the smaller schools rarely are able to employ any counselor or counseling service. However, in some schools, teachers with guidance and counseling-service training are doing an excellent job in working with students in choosing occupations after high-school graduation. Much can still be done in the smaller schools in Iowa in reference to guidance and counseling but schools are taking steps to do the very best with the limited staff and facilities that are now available.

TABLE 16

ADMINISTRATIVE RESPONSIBILITIES OF 164 IOWA SECONDARY PRINCIPALS IN RELATION
TO THE STUDENT REPORT CARD, 1954

Do you personally perform the following tasks?	Classification									
	Group I		Group II		Group III		Group IV		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Fill in information on each student's report card, such as name, name of school, grade or room, and list the courses being taken?	12	1	3	27	28	24	56	13	99	65
2. Compile each student's grades from a list submitted by each teacher and place each grade on the report card?	12	1	2	28	25	27	41	28	80	84
3. Compile each student's days in attendance, days absent, and times tardy for the term and place these figures on the card	12	1	9	21	47	5	67	2	135	29
4. Distribute sheets to each teacher so he or she may record a conduct grade for each pupil?	12	1	7	23	26	26	37	32	82	82
5. Compile an average grade in conduct for each student and record that grade on the card?	12	1	7	23	19	33	39	30	77	87
6. Issue cards to the students?	12	1	3	27	40	12	63	6	118	46
7. Are the teachers responsible to distribute the cards?	9	4	24	6	19	33	17	52	69	95
8. Talk to parents of a pupil who has done failing work in one or more subjects?	6	7	29	1	33	19	49	20	117	47

TABLE 16--ContinuedADMINISTRATIVE RESPONSIBILITIES OF 164 IOWA SECONDARY PRINCIPALS IN RELATION
TO THE STUDENT REPORT CARD, 1954

Do you personally perform the following tasks?	Classification									
	Group I		Group II		Group III		Group IV		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
9. Talk to the student who has done failing work?	3	10	28	2	44	8	64	5	139	25
10. Collect the cards after parent signed them?	12	1	7	23	41	11	65	4	125	39

Table 16 shows the administrative responsibilities of 164 Iowa secondary principals in relation to their duties in regard to the individual student report card. A total of ten questions concerning the report card were asked and the table shows the number of principals in each group with their responses to the questions.

A total of 125 or 76 per cent of all replies indicated an affirmative answer to the ten questions. It is a possibility that in the smaller schools the principal personally prepares the initial card and records periodic grades and other information on it, but as the size of school increases, these duties are generally delegated to other teachers or even possibly to clerical help in the school office. This fact is not exactly indicated on the table, but it is the writer's opinion that the above procedure is actually practiced in the larger schools of the state.

In the smaller schools of group four as shown by Table 16, the secondary-school principal is awarded the duty to prepare report cards for all high-school students. Regardless of the number of high-school students enrolled, this particular task is long and difficult for any individual. The amount of work and time involved is tremendous in initially preparing the card at the beginning of the year and in recording the information on the cards periodically throughout the school year. The cards represent only one small task to the principal but the work involved is great if an acceptable job

is to be done for each particular report card.

In the smaller schools, the duties connected with the student report card are usually performed by the principal as indicated in Table 16. Teachers may record grades on the cards, but the primary work involved in preparing the card, transferring the grades to the assembly register, compiling the student's attendance and tardiness and conduct grades are actually done by the principal.

These tasks are probably delegated as the schools increase in size--thus freeing the principal for more administrative and supervisory duties in the school.

TABLE 17

ADMINISTRATIVE RESPONSIBILITIES OF 164 IOWA SECONDARY PRINCIPALS IN
RELATION TO THE HIGH-SCHOOL-ASSEMBLY REGISTER, 1954

Do you personally perform the following tasks?	Classification									
	Group I		Group II		Group III		Group IV		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Maintain the assembly register throughout the school year--recording each student by class, days absent, times tardy, and grades earned?	0	13	7	23	49	3	67	2	123	41
2. Record grades for each pupil in the register at the end of each term?	0	13	7	23	44	8	61	8	112	52
3. Transfer the grades at the end of each semester or year to the student's permanent or cumulative record?	0	13	9	21	42	10	56	13	107	57
4. Compile all grades of the graduating class and determine the valedictorian and salutatorian?	0	13	22	8	43	9	54	15	119	45
5. Report to the superintendent on the ranking of each member of the graduating class?	3	10	19	11	42	10	53	16	117	47

Table 17 shows the administrative responsibilities of 164 Iowa secondary principals in relation to their duties pertaining to the high-school assembly register.

A total of five questions concerning the register were asked and the table shows the number of principals in each of the four groups with their responses to the various questions.

A total of 117 or 71 per cent of all replies indicated an affirmative answer to the five questions. As in Table 17, it is assumed by the writer that in the smaller schools, the principal actually prepared and administers the register at all times, while as the size of school increases, the duties regarding this register are delegated to an assistant principal, other teachers, or to the clerks in the school office. As further evidence of this fact, in the highest grouping, only three out of the thirteen principals responding indicated they do not personally maintain the register but delegate the work connected with it to clerical assistants who carry out the duties relevant to maintaining, recording, transferring, compiling, and reporting grades of all high-school students from the assembly register.

Again as in the case of the student report card, the principal is charged with the responsibility of maintaining a complete and accurate record on every high-school student. Regardless of size of school, he may personally perform the tasks involved in reference to this register and the reports that are prepared from the register. However, he may delegate the

work to some other individual and maintain strict vigilance over the assigned individual, thus insuring prompt and accurate work as a result.

It is understood, of course, by all principals that both the report card and the register become a bookkeeping procedure throughout the school year and the time and efforts put forth are time consuming and taxing. Thus the principal could be using his time more efficiently and effectively in fulfilling his administrative and supervisory duties throughout the school day than merely serving in a bookkeeping capacity for his school.

Questions four and five of Table 17, regarding the compilation of all grades of the graduating class and determining the valedictorian and salutatorian and reporting to the superintendent, are done by the principal in most cases according to the table. This is one task the principal is delegated to do himself and the results of the table indicate that a high percentage of principals do personally perform this task.

To the other questions, a response was usually checked by the principal although in many cases it is assumed that he delegated the duties to others although he personally checked the results obtained.

TABLE 18

ADMINISTRATIVE RESPONSIBILITIES OF 164 IOWA SECONDARY PRINCIPALS IN
RELATION TO THEIR PERSONAL RESPONSIBILITY TO PREPARE REPORTS IN THE
AREA OF STUDENT PERSONNEL, 1954

Principal's Personal Responsibility to Prepare the Particular Report	Classification									
	Group I		Group II		Group III		Group IV		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Accidents to each student	1	12	17	13	11	41	17	52	46	118
2. Registration and enrollment of all students	2	11	26	4	46	6	52	17	126	38
3. Probable enrollment for second semester	5	8	27	3	37	15	41	28	110	54
4. Unsatisfactory work of student	2	11	21	9	44	8	48	21	115	49
5. Expelled or suspended student	12	1	28	2	30	22	28	41	98	66
6. Admission of new student	4	9	29	1	47	5	51	18	131	33
7. Transfer of student to another school	5	8	27	3	45	7	54	15	131	33
8. Withdrawal of a student	4	9	25	5	49	3	55	14	133	31
9. Conduct of each student	2	11	20	10	39	13	48	21	109	55
10. Non-returning students in the fall	1	12	23	7	32	20	34	35	90	74
11. Educational problem students (Handicapped students)	2	11	19	11	22	30	15	54	58	106
12. Home visitation report on a student	4	9	18	12	17	35	23	46	62	102

TABLE 18--Continued

ADMINISTRATIVE RESPONSIBILITIES OF 164 IOWA SECONDARY PRINCIPALS IN
RELATION TO THEIR PERSONAL RESPONSIBILITY TO PREPARE REPORTS IN THE
AREA OF STUDENT PERSONNEL, 1954

Principal's Personal Responsibility to Prepare the Particular Report	Classification									
	Group I		Group II		Group III		Group IV		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
13. Student grades to the parents	0	13	18	12	37	15	54	15	109	55
14. School Census	0	13	4	26	5	47	9	60	18	146
15. Deficiencies of prospective gradu- ates	7	6	20	10	37	15	43	26	107	57
16. Report of promotions and failures	2	11	25	5	45	7	51	18	123	41
17. Results of standardized tests. Re- port of	1	12	24	6	33	19	36	33	94	70
18. School Program Report	8	5	24	6	34	18	38	31	104	60
19. Car-check report on city transp.	0	13	0	30	2	50	7	62	9	155
20. Tuition and non-tuition students. Re- port of	4	9	18	12	27	25	29	40	78	86
21. Pupils eligible and non-eligible for graduation	5	8	26	4	39	13	49	20	119	45
22. Official Eligibility List to parti- cipating schools.	3	10	27	3	38	14	44	25	112	52
23. Awards Report--athletic, music, scholarships, etc.	2	11	19	11	28	24	36	33	85	79

TABLE 18--Continued

ADMINISTRATIVE RESPONSIBILITIES OF 164 IOWA SECONDARY PRINCIPALS IN
RELATION TO THEIR PERSONAL RESPONSIBILITY TO PREPARE REPORTS IN THE
AREA OF STUDENT PERSONNEL, 1954

Principal's Personal Responsibility to Prepare the Particular Report	Classification									
	Group I		Group II		Group III		Group IV		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
24. Student Report of Personnel in Lunch Program	0	13	6	24	5	47	12	57	23	141
25. Student-Fee-Payments Report. Book Rent, etc.	1	12	12	18	14	38	19	50	46	118
26. Student-Ticket Report. Tickets sold for athletics, etc.	1	12	11	19	10	42	13	56	35	129
27. Student Report on fines on library books	0	13	5	25	14	38	13	56	32	132
28. Receipts and Exp. Report of Activ- ity Fund	11	2	25	5	36	16	37	32	109	55
29. Extra-Cur. Activities Report. Each pupil and credits.	1	12	16	14	30	22	28	41	75	89
30. Report of Guidance, Counseling and Interviews Held	2	11	12	18	25	27	27	42	66	98
31. Student-Handbook Report	2	11	16	14	20	32	16	53	54	110
32. Report of Tuition Dues to Parents of Tuition Pupils	0	13	4	26	3	49	6	63	13	151

TABLE 18--Continued

ADMINISTRATIVE RESPONSIBILITIES OF 164 IOWA SECONDARY PRINCIPALS IN
RELATION TO THEIR PERSONAL RESPONSIBILITY TO PREPARE REPORTS IN THE
AREA OF STUDENT PERSONNEL, 1954

Principal's Personal Responsibility to Prepare the Particular Report	Classification									
	Group I		Group II		Group III		Group IV		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
33. Report of Estimated No. of Classes for next term	8	5	25	5	28	24	35	34	96	68
34. State Report. Sr. and/or Jr. High Daily Program Chart	5	8	13	17	16	36	11	58	45	119
35. General Annual Report to State Department. Form 1	4	9	5	25	5	47	5	64	19	145

Table 18 refers to the administrative responsibilities of 164 Iowa secondary principals in relation to their personal responsibility to prepare reports in the area of student personnel. In reporting accidents to each student only one principal in group one stated that a report was actually prepared by him. In group two or the second largest classification of schools, 17 of 30 principals reported that a formal report was personally prepared. Eleven of 52 principals in group three and only 17 out of 69 principals in group four reported that a special accident report is prepared for any student having an accident while on school property.

In preparing reports for registration and enrollment and probable enrollment of students, 7 principals in group one reported that a report is filled out on this information. A total of 27 of 30 principals reporting in group two indicated these reports were personally prepared by them. Forty-six principals in group three and 52 of 69 principals in group four also reported that reports were filled out on registration and enrollment of high-school students.

In reports regarding expelling or suspending of a high school student, a high percentage of principals reported that a specific report is filled out. A total of 12 of 13 in group one, 28 of 30 in group two, 30 of 52 in group three and 41 of 69 in group four all indicated that reports were personally filled out whenever a student was expelled or suspended.

In regard to preparing a report for the school census,

all 13 principals in group one, only 4 of 30 in group two, 5 of 52 in group three, and 9 of 69 in group four indicated that a report is prepared. In this case, the superintendent probably prepared and edited the report regarding the number of students now in school and an estimate of those entering school the following year.

Reports of promotions and failures and deficiencies of prospective graduates were filled out by 9 of 13 principals in group one, 22 of 30 in group two, 41 of 52 in group three, and 21 of 69 in group four. Reports of this nature are usually prepared by the principal and submitted to the superintendent before the close of each year so that each student's record may be brought up to date to include present courses taken and grades earned.

In reference to a school-program report, a high percentage of principals in each group reported that they personally prepared this report. It is probably due in fact to the importance of such a report in each school system as it includes the curriculum offered, extra-curricular activities scheduled, assemblies, speakers, holidays, and schedule of classes. A total of 104 of 164 principals reported indicated this report was personally prepared by them.

A high percentage of principals reported the personal preparation of an official eligibility list to all participating schools in regard to extra-curricular athletic contests held with other school systems. A total of 112 of 164 principals indicated this report was prepared. Many schools do participate in

extra-curricular contests with opposing schools and, according to the rules of the athletic associations, these reports must be filed and sent to each opposing school. Thus it becomes a required report to be filled out and generally the principal, as indicated by Table 18, is delegated to prepare the necessary reports.

A low percentage of returns indicated the principal's personal duty to report student personnel regarding the lunch program, and also student fee payments for book rent, locker, library cards, and laboratory fees. Generally it is assumed that a clerk or each teacher in charge will collect the fees and turn them in to the office for each class under the teacher's individual supervision; thus alleviating the principal's handling the money received and making a personal report of names and money to be accounted for.

The activity-fund report is filed by almost all the principals reporting. A total of 109 of 164 principals indicated their personal responsibility to prepare and file reports on this activity fund. The principal generally is delegated to supervise the funds--both the receipting and expending--and thereby account for all funds relevant to such an activity fund in his particular school.

In reference to reports on tuition of students and report of tuition dues to parents, low percentage of principals reported they personally are required to prepare and submit detailed reports. Generally the superintendent and/or the office secretary handle the tuition and non-tuition students enrolled

in the high school. A total of only 13 of 164 principals indicated their personal responsibility to prepare reports pertaining to these tuition students.

In connection with a schedule of classes for next term, 8 of 13 principals in group one, 25 of 30 in group two, 28 of 52 in group three, and 35 of 69 in group four indicated that such a report was personally prepared. This report is very important to a school as it is connected with the schedule of teaching load for each teacher, number of teachers that will be needed, distribution of extra-curricular activities, and classroom space that will be needed for the succeeding school term. Much information can be received from all reports relevant to preparing a schedule for the following term and thereby each principal reporting indicated this report is primarily prepared by them.

The report to the State Department of Public Instruction regarding the Senior or Junior High Program Chart is usually prepared by the school superintendent as indicated by Table 18. From the foregoing reports, the superintendent prepares a composite report that must be submitted to the State Department each spring and fall. In addition, a general annual report must also be submitted and Table 18 indicates this report too is filed by the school superintendent as only 19 of 164 principals reporting indicated they personally are required to prepare and submit this report.

Other minor reports such as an awards report, student-ticket report, student handbook, transfer-of-student report,

handicapped-student report, and withdrawal report of a student are usually prepared personally by the high-school principal. These reports deal primarily with the individual high-school student. Thus the principal as overseer of the secondary school either personally prepares these reports, as indicated by Table 18, or sees to it that the reports are prepared directly under his personal supervision and scrutiny.

All of the reports in this particular table dealing with student personnel are generally prepared by the principal. Possibly he may delegate the preparation of information to other teachers on his staff, but the compilation, sorting, and formal preparation and submitting of the reports are delegated as his personal duty and responsibility. From that point on, he then compiles the reports into larger and more complete records and reports to be submitted either to the State Department, County Superintendent, School Superintendent, or the local Board of Education as the situation calls for in each particular school district.

TABLE 19

ADMINISTRATIVE RESPONSIBILITIES OF 164 IOWA SECONDARY PRINCIPALS IN RELATION
TO THEIR PERSONAL RESPONSIBILITY TO PREPARE REPORTS IN THE AREA OF
ATTENDANCE, ABSENCE, TARDINESS OF STUDENT PERSONNEL, 1954

Principal's Personal Responsibility to Prepare the Particular Report	Classification									
	Group I		Group II		Group III		Group IV		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Summary reports of student absence and tardiness	0	13	26	4	49	3	61	8	136	28
2. Annual report on Avg. Daily Attendance	2	11	25	5	44	8	60	9	131	33
3. Reports to attendance officers	0	13	17	13	17	35	13	56	47	117
4. Report to parents on absence of a student	3	10	22	8	45	7	49	20	119	45
5. Statistical reports of attendance	2	11	21	9	45	7	43	26	111	53
6. Unexcused-absence report to supt., parent teachers	1	12	22	8	48	4	49	20	120	44
7. Attendance Reports to the superintendent	2	11	26	4	45	7	57	12	130	34
8. Attendance Reports to the State Dept.	1	12	12	18	13	39	17	52	43	121
9. Attendance Reports to Accrediting Assn.	4	9	17	13	11	41	14	55	46	118
10. Principal's Annual Report to the Supt. (Complete)	9	4	20	10	39	13	44	25	112	52
11. Principal's Annual Report to the Board of Education (Complete)	5	8	16	14	24	28	19	50	64	100

Table 19 shows the administrative responsibilities of 164 Iowa secondary principals in relation to their personal responsibility to prepare reports in the area of attendance, absence and tardiness to student personnel. Almost all, or a total of 136 principals of 164 reporting, indicated that reports on student absence and tardiness are personally prepared by them. Generally the principal in each school personally takes roll each day and from the roll checking, compiles reports concerning absence and tardiness. These reports are usually compiled every six weeks or quarter, and at the end of the school year are compiled into one report dealing with average daily attendance to be submitted to the school superintendent. This report is very important as state aid to the school system is based on the average daily attendance of the school during the past school term. In group one, all 13 principals reporting indicated they personally do not make the report, but the duty is delegated to clerks who compile all records of student absence and tardiness. The highest percentage of principals actually preparing the report was found to be in group three where a total of 44 of 52 principals indicated they personally prepare and compile this all-important report.

In reference to reports on absence of a student to parents and statistical reports on attendance a total of 5 of 13 in group one, 21 of 30 in group two, 45 of 52 in group three and 49 of 69 in group four indicated that reports of this nature are personally prepared. In addition to the above

information, the principal is generally expected to prepare and submit various reports on student attendance. Some of the clerical work may be delegated, however, but the final responsibility for preparing the specific reports is in the hands of the principal.

The principal's annual report to the superintendent is filled out by a great percentage of principals reporting. A total of 9 of 13 in group one, 20 of 30 in group two, 39 of 52 in group three, and 44 of 69 in group four all indicated that this specific report is personally filled out and submitted to the school superintendent. This report covers student personnel primarily in regard to attendance, absence, tardiness, and average daily attendance. The report to the Board of Education is not filled out by the principals to a great extent as indicated by Table 19. Only 4 of 13 in group one, 16 of 30 in group two, 24 of 52 in group three and only 19 of 69 in group four indicated that such a report was personally prepared and submitted to the local Board of Education in their particular school district. Generally the report to the superintendent by the principal is incorporated into other reports and then submitted to the local Board of Education by the school superintendent at the close of each school year. Likewise, many reports covered in this questionnaire are compiled into one large mimeographed report to be submitted each year by the school superintendent to the local Board of Education and the State Department of Public Instruction.

TABLE 20

ADMINISTRATIVE RESPONSIBILITIES OF 164 IOWA SECONDARY PRINCIPALS IN
RELATION TO THEIR PERSONAL RESPONSIBILITY TO PREPARE REPORTS IN
THE AREA OF TEACHING STAFF, 1954

Principal's Personal Responsibility to Prepare the Particular Report	Classification									
	Group I		Group II		Group III		Group IV		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Report of extra duties--class sponsor, plays, etc.	6	7	16	14	20	32	26	43	68	96
2. Compilation of teachers' reports on pupil absence and tardiness	2	11	21	9	34	18	28	41	85	79
3. Rating Report on each teacher and substitute	12	1	14	16	3	49	7	62	36	128
4. Report of Teachers and Substitutes. Days taught, absence	6	7	17	13	3	49	6	63	32	132
5. Report of meetings, workshops, institutes, conventions	8	5	13	17	6	46	9	60	36	128
6. Monthly Report of payroll of teachers and substitutes	8	5	6	24	3	49	4	65	21	143
7. Progress Reports on classroom, special, and substitute teachers	5	8	17	13	3	49	5	64	30	134
8. Report of each teacher's sick leave, and sabbatical leave	5	8	11	19	4	48	5	64	25	139
9. Report of contracts renewed and resignations--names of	6	7	4	26	2	50	4	65	16	148

TABLE 20--Continued

ADMINISTRATIVE RESPONSIBILITIES OF 164 IOWA SECONDARY PRINCIPALS IN
RELATION TO THEIR PERSONAL RESPONSIBILITY TO PREPARE REPORTS IN
THE AREA OF TEACHING STAFF, 1954

Principal's Personal Responsibility to Pre- pare the Particular Report	Classification									
	Group I		Group II		Group III		Group IV		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
10. Teacher accident reports	6	7	7	23	4	48	5	64	22	142
11. Report of suspected disability of teachers	9	4	10	20	2	50	5	64	26	138
12. Compilation reports of teachers' re- quests for sup. and equip.	7	6	13	17	6	46	11	58	37	127
13. Compilation reports of teachers' in- ventory of sup. and equip.	6	7	13	17	5	47	7	62	31	133
14. Form 2A-3A to State on Report on Changes in Staff	3	10	6	24	6	46	4	65	19	145
15. Form 4 Report. Qualif. of teachers and Program Sheet to State	5	8	4	26	5	47	4	65	18	146
16. Form 5 Report. Permanent Record Re- port to State on each teacher	4	9	3	27	4	48	4	65	15	149

Table 20 refers to the administrative responsibilities of 164 Iowa secondary principals in relation to their personal responsibility to prepare reports in the area of teaching staff.

In reference to reports of extra duties including class sponsors, plays, annual, newspaper, and clubs, 6 of 13 principals in group one, 16 of 30 in group two, 20 of 52 in group three, and 26 of 69 in group four all indicated they personally prepared reports on this subject. These reports usually are prepared before school begins so that each teacher may know his or her teaching load for the coming year. The report is also necessary as a summary report at the end of each school year so that pay increases may be equitably made on the salary schedule. A total of 68 of 164 principals indicated they personally prepared this report.

On reports of rating of each teacher and substitute, days taught, days absent, meetings, workshops, institutes, and conventions, pay roll of teachers and substitutes, sick leave and sabbatical leave and contracts renewed and resignations received, the table indicates that the principals do prepare these reports to a high degree in number for each of the above relevant to the teaching staff.

Reports relevant to teacher accidents on school property and suspected disability of teachers were not prepared to a great extent as indicated by the table. Only 6 of 13 in group one, 7 of 30 in group two, 4 of 52 in group three and 5 of 69 in group four indicated that specific reports were personally prepared by high-school principals. In addition reports

pertaining to changes in staff, teacher qualifications, and teacher reports to the state department were likewise not prepared in any number by the secondary principals reporting in this survey. Generally the school superintendent prepares and submits reports pertaining to the teaching staff while the principal is generally concerned with reports of student personnel in his high school. The superintendent reports on both secondary and elementary teachers concerning the reports above and the principal is not delegated much responsibility pertaining to the staff employed by the school system.

It may be concluded from the results of this particular table that little responsibility is delegated to the high-school principal in regard to reports pertaining to the teaching staff of any particular school system. The superintendent in this area is primarily responsible for reporting on the function and operating of his teaching staff. The principal is expected in all cases to offer assistance and advice in regard to this particular area, but it may be concluded that his personal responsibility is limited in this area.

TABLE 21

ADMINISTRATIVE RESPONSIBILITIES OF 164 IOWA SECONDARY PRINCIPALS IN RELATION
TO THEIR PERSONAL RESPONSIBILITY TO PREPARE REPORTS IN THE AREA OF SCHOOL
LUNCH PROGRAM, 1954

Principal's Personal Responsibility to Prepare the Particular Report	Classification									
	Group I		Group II		Group III		Group IV		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Report of students and teachers eating	0	13	5	25	3	49	17	52	25	139
2. Report of ticket sales to students	0	13	4	26	4	48	11	58	19	145
3. Report of number and names of pupils working for cash	0	13	3	27	1	51	7	62	11	153
4. Report of names and salary paid to full- and part-time cooks	0	13	1	29	0	52	2	67	3	161
5. Report of food donated to school lunch program	0	13	1	29	0	52	3	66	4	160
6. Report of attendance and tardiness of lunch personnel	0	13	2	28	0	52	5	64	7	157
7. Rating Reports on part- and full-time cooks	0	13	1	29	0	52	1	68	2	162
8. Report of suspected disability of books	1	12	1	29	0	52	1	68	3	161
9. Monthly report of pay roll for lunch personnel	0	13	1	29	0	52	3	66	4	160
10. Accident report of lunch personnel on school property	2	11	0	30	0	52	1	68	3	161

TABLE 21--Continued

ADMINISTRATIVE RESPONSIBILITIES OF 164 IOWA SECONDARY PRINCIPALS IN RELATION
TO THEIR PERSONAL RESPONSIBILITY TO PREPARE REPORTS IN THE AREA OF SCHOOL
LUNCH PROGRAM, 1954

Principal's Personal Responsibility to Prepare the Particular Report	Classification									
	Group I		Group II		Group III		Group IV		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
11. Agreement between State for Iowa School Lunch Program	1	12	0	30	0	52	1	68	2	162
12. Summary of Lunch Operations for Year to State. Form 7.	0	13	0	30	0	52	3	66	3	161
13. Financial Summary Report to State. Year End Fiscal Report	0	13	0	30	0	52	3	66	3	161
14. Form 2 to State. Iowa School Lunch Program Application Report	0	13	0	30	0	52	2	67	2	162
15. Monthly report of Iowa School Lunch Program Claim for Reimbursement	0	13	0	30	0	52	4	65	4	160

The primary purpose of Table 21 is to indicate the administrative responsibilities of 164 Iowa secondary principals in relation to their personal responsibility to prepare reports in the area of school-lunch programs.

Generally it may be said in each of these reports in this particular area of school operation that the secondary principal is not delegated too much responsibility to prepare and edit reports. The superintendent and/or the office secretary is generally responsible for preparing these reports dealing with the school-lunch program if such a program is actually used in any particular school system. In group one and group three in particular, almost all of the reports listed were not prepared by any principal reporting. In addition, in group one and four, very few reports listed were personally prepared by the high-school principal in this particular area of school operation. The only report that is listed with any great number of replies was the report of ticket sales to students for the school-lunch program. In group one, none of the 13 principals reporting indicated any responsibility to prepare reports in this area. A total of 4 of 30 in group two, 4 of 52 in group three and only 11 of 69 in group four indicated a personal responsibility to prepare reports on ticket sales.

It may be concluded from this table that the school-lunch program is not considered to be the personal reporting responsibility of the high-school principal. Some supervision is involved, as well as assistance offered, in regard to the

preparation of reports but generally the delegation of specific duties and responsibilities was few in number for any principal reporting in this survey relevant to this particular section on duties and responsibilities pertaining to school-lunch program reports.

TABLE 22

ADMINISTRATIVE RESPONSIBILITIES OF 164 IOWA SECONDARY PRINCIPALS IN
RELATION TO THEIR PERSONAL RESPONSIBILITY TO PREPARE REPORTS IN
THE AREA OF CUSTODIAL SERVICE, 1954

Principal's Personal Responsibility to Pre- pare the Particular Report	Classification									
	Group I		Group II		Group III		Group IV		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Report of names and salaries of each custodian	4	9	1	29	2	50	3	66	10	154
2. Accident Report of Custodians on school property	3	10	2	28	4	48	3	66	12	152
3. Rating reports on each custodian	5	8	4	26	2	50	3	66	14	150
4. Report on all overtime pay for extra duties	2	11	2	28	3	49	3	66	10	154
5. Monthly report on attendance and tardiness	2	11	2	28	2	50	3	66	9	155
6. Report of suspected disability of cus- todians	2	11	2	28	2	50	4	65	10	154
7. Monthly report of pay roll for custodians	1	12	1	29	2	50	3	66	7	157
8. Report of custodian equipment and sup- plies on hand. Inventory	2	11	1	29	2	50	3	66	8	156

Table 22 refers to the administrative responsibilities of the 164 Iowa secondary principals in relation to their personal responsibility to prepare reports in the area of custodial service in the school.

It may be generally stated in regard to this area of school operation that the secondary principal is not delegated too much responsibility for the preparation and filing of administrative reports on any one of the reports listed in the table. It is one area that the school superintendent is personally responsible for in reference to reporting practices. The principal serves as an administrator and supervisor of school custodians and in some reporting practices relevant to their work but the results of this survey indicate to the writer that little responsibility is delegated for the preparation of reports.

In all four groups of secondary principals, very few reported they are personally responsible for the preparation of any reports in this area of school operation. The highest number reporting was on the report of rating each custodian in the school. In this area, only 5 of 13 in group one, 4 of 30 in group two, 2 of 52 in group three, and only 3 of 69 in group four indicated they are personally responsible to prepare and submit reports on this phase of custodial help in the school.

As in several other areas of school operation covered in this particular survey of duties and responsibilities of

secondary principals, this particular area is not covered too thoroughly by the secondary principals. It may be concluded from this table that the principals offer assistance and advice on the employment of school-custodial assistance, but primarily the duties and responsibilities pertaining to this area are accepted by the school superintendent as his personal responsibility to oversee and prepare the necessary reports incident to this area.

TABLE 23

ADMINISTRATIVE RESPONSIBILITIES OF 164 IOWA SECONDARY PRINCIPALS IN
RELATION TO THEIR PERSONAL RESPONSIBILITY TO PREPARE REPORTS IN THE
AREA OF SCHOOL TRANSPORTATION, 1954

Principal's Personal Responsibility to Pre- pare the Particular Report	Classification									
	Group I		Group II		Group III		Group IV		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Report of names and salaries of full- and part-time drivers	0	13	1	29	1	51	0	69	2	162
2. Report of number of busses operating, routes, and miles.	0	13	1	29	1	51	0	69	2	162
3. Report of mileage, gas, oil, tires, and repairs to bus	0	13	1	29	1	51	0	69	2	162
4. Accident report of busses and/or drivers	0	13	1	29	1	51	0	69	2	162
5. Report of driver overtime pay for extra trips	0	13	2	28	2	50	0	69	4	160
6. Busses purchased and trade in. Report on	0	13	0	30	1	51	0	69	1	163
7. Report of change of status of pupil for transportation purp.	0	13	1	29	4	48	3	66	8	156
8. Report of suspected disability of drivers	0	13	0	30	1	51	1	68	2	162
9. Monthly report of pay roll for all drivers	0	13	0	30	1	51	0	69	1	163
10. Inspection report by Prin. of busses to Superintendent or Board of Education	0	13	0	30	0	52	0	69	0	164

TABLE 23--Continued

ADMINISTRATIVE RESPONSIBILITIES OF 164 IOWA SECONDARY PRINCIPALS IN
RELATION TO THEIR PERSONAL RESPONSIBILITY TO PREPARE REPORTS IN THE
AREA OF SCHOOL TRANSPORTATION, 1954

Principal's Personal Responsibility to Pre- pare the Particular Report	Classification									
	Group I		Group II		Group III		Group IV		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
11. Statement by Applicant for drivers Per- mit to state	0	13	0	30	1	51	0	69	1	163
12. Cert. of Med. Exam for Driver, To state	0	13	0	30	1	51	0	69	1	163
13. Report of resident and non-resident pupils transported	0	13	2	28	1	51	4	65	7	157
14. State of Iowa School-Bus Chassis Inspec- tion report	0	13	0	30	1	51	0	69	1	163
15. Special-trip authorization and driver report	0	13	1	29	1	51	2	67	4	160
16. Annual summary report of bus operating costs	0	13	0	30	0	52	0	69	0	164
17. Equip. Index and cost record report on each bus	0	13	0	30	1	51	0	69	1	163
18. Estimated cost of transportation report	0	13	0	30	1	51	0	69	1	163
19. Report of application of transp. reim- bursement for transp. of pupils to public schools. To State Department	0	13	0	30	1	51	0	69	1	163

Table 23 refers to the administrative responsibilities of 164 Iowa secondary principals in relation to their personal responsibility to prepare reports in the area of school transportation.

It may be said that in this particular area of school operation that the secondary principal has little personal responsibility to prepare reports on various phases of school-bus drivers, school busses, bus routes, bus inspections, or cost of operation of busses for a school year. It generally may be concluded from the results of the data received from the principals reporting that the superintendent and/or his office secretary is delegated to prepare the necessary reports relevant to the area of school transportation in a particular school system. The principal may offer assistance and advice on planning and operating the busses and all data thereto, but the actual reporting practices are not delegated to him.

In group one, or the largest schools covered in this particular survey by the writer, no principal reported any responsibility for the preparation and filing of school-transportation reports. In group two, not more than two principals reported the personal responsibility to prepare any reports in this area. In group three, the highest number of principals reporting to fill out reports was in the area of a report of change of status of a pupil for transportation purposes. In group four, 4 of 69 principals reported that it is their personal responsibility to prepare a report of resident and non-

resident pupils transported on school-owned busses. Only 7 of 164 principals reported that it is their personal responsibility to prepare reports on the status of pupils transported on school busses.

It may be concluded from this table that the principal is not delegated a great deal of responsibility to prepare reports in this particular phase of school operation. He may act as supervisor of busses and scheduling of routes and in offering assistance and advice to the school superintendent, but his primary responsibility is rather limited in the area of preparing various school transportation reports.

TABLE 24

ADMINISTRATIVE RESPONSIBILITIES OF 164 IOWA SECONDARY PRINCIPALS
IN RELATION TO THEIR PERSONAL RESPONSIBILITY TO PREPARE REPORTS
IN THE AREA OF SCHOOL BUILDINGS, 1954

Principal's Personal Responsibility to Prepare the Particular Report	Classification									
	Group I		Group II		Group III		Group IV		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Periodic inspection report of bldg. Cleanliness, etc.	8	5	19	11	9	43	8	61	44	120
2. Safety reports of building--extinguishers, railings, exits, etc.	5	8	17	13	6	46	6	63	34	130
3. Fire drill report. Number held.	6	7	20	10	12	40	12	57	50	114
4. Recommendation report of repairs to building. Redecorating, etc.	12	1	15	15	13	39	7	62	47	117
5. Report of recommended repairs to desks, chairs, tables, etc.	11	2	15	15	14	38	20	49	60	104
6. Maintenance report of audio-visual equipment. Repairs to	4	9	13	17	12	40	12	57	41	123
7. Report on use of building (other than for school)	7	6	12	18	4	48	7	62	30	134
8. Inv. report of sup. and equip. on hand--area of instructional, administrative, custodial, school lunch, etc.	4	9	10	20	7	45	7	62	28	136
9. Compilation of all requests for sup. and equip. to be bought	7	6	12	18	4	48	4	65	27	137

TABLE 24--Continued

ADMINISTRATIVE RESPONSIBILITIES OF 164 IOWA SECONDARY PRINCIPALS
IN RELATION TO THEIR PERSONAL RESPONSIBILITY TO PREPARE REPORTS
IN THE AREA OF SCHOOL BUILDINGS, 1954

Principal's Personal Responsibility to Prepare the Particular Report	Classification									
	Group I		Group II		Group III		Group IV		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
10. Report of all supplies and equipment purchased	3	10	3	27	3	49	3	66	12	152
11. Insurance report--amounts held on building and equipment	1	12	2	28	3	49	3	66	9	155

Table 24 refers to the administrative responsibilities of 164 Iowa secondary principals in relation to their personal responsibility to prepare reports in the area of school buildings.

In regard to a periodic inspection report of school buildings concerning cleanliness, proper repairs necessary, proper exits, railings, fire extinguishers, lighting, seating, and ventilation, the table shows that many principals do personally make these inspections and prepare summary data for reports to be made periodically to the school superintendent or to the board of education. In group one, 8 of 13 principals, 17 of 30 in group two, 6 of 52 in group three, and 6 of 69 in group four reported specifically that they personally make reports concerning the above data.

Fire drill reports are also prepared by many secondary principals according to the information in Table 24. A total of 6 of 13 in group one, 20 of 30 in group two, 12 of 52 in group three, and 12 of 69 in group four reported that a specific report was prepared on the number of fire drills held periodically throughout the school year. However, the table shows that 114 of the 164 did not report on fire drills and it may be assumed that the superintendent reported the number in his annual report or possibly that none were reported or held at all.

Many principals reported they are personally responsible to inspect and report on their findings of any needed

repairs to the building and repairs to desks, chairs, tables, and audio-visual equipment. A total of 12 of 13 in group one, 15 of 30 in group two, 14 of 52 in group three, and 20 of 69 in group four reported they personally are responsible to prepare these periodic reports and submit them to the school superintendent as part of their end-of-the-year annual report.

Only a limited number of principals reported they personally were responsible to report the use of the school building throughout the year for activities outside the school. Only 7 of 13 in group one, 12 of 30 in group two, 4 of 52 in group three, and 7 of 69 in group four indicated they reported formally the times the school was used for community activities.

A total of 28 of 164 principals reporting indicated they personally prepared an inventory report of supplies and equipment on hand in the areas of instruction, administrative, custodial, school lunch, and miscellaneous. Only 4 of 13 in group one, 10 of 30 in group two, 7 of 52 in group three, and 7 of 69 in group four reported they personally prepared this report. It is the writer's opinion that this report is included as part of the principal's annual report to the school superintendent. Therefore, information on an inventory basis should be reported to some degree by every school principal. Consequently it may be deemed from this table that the superintendent prepares an inventory and files it with his annual report. However, the principal may assist him and recommend new equipment and supplies for the following school term.

It may also be deemed from the table that all requests for supplies and equipment are handled through and by the school superintendent. Only 12 of 164 principals reporting indicated they personally prepared this report. It may be concluded that each teacher submits a list of supplies and equipment to be purchased and the superintendent compiles the lists into one standardized list of materials to be purchased.

The report on insurance held on buildings and equipment is also handled by the school superintendent. Only 9 of 164 principals reported they formally make a report on insurance held by the school district on buildings and equipment. Again the superintendent handles the insurance report as part of his annual report to the local board of education and community at the end of each school year.

It may be concluded from the results of this table that the secondary principal is not held responsible for too many reports in the area of school buildings and management. As in other areas of school operation, the principal is more responsible for school personnel--primarily the students--rather than the physical facilities of the school plant. Obviously the principal serves in the capacity as administrator and supervisor of these outside areas but the direct responsibility and reporting practices are left in the hands of the school superintendent.

TABLE 25

ADMINISTRATIVE RESPONSIBILITIES OF 164 IOWA SECONDARY PRINCIPALS IN
RELATION TO THEIR PERSONAL RESPONSIBILITY TO PREPARE MISCELLANEOUS
REPORTS NOT COVERED IN THE FOREGOING TABLES, 1954

Principal's Personal Responsibility to Pre- pare the Particular Report	Classification									
	Group I		Group II		Group III		Group IV		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Report of petty-cash receipts and expen- ditures	0	13	8	22	6	46	7	62	21	143
2. Inventory report of school library-- number of books, encyclopedias, etc.	1	12	11	19	11	41	19	50	42	122
3. Report of money spent for new euipment purchased for library	1	12	7	23	6	46	10	59	24	140
4. Annual report to the Boys' Athletic Assn.	5	8	27	3	25	27	22	47	79	85
5. Annual report to the Girls' Athletic Union	0	13	9	21	19	33	19	50	47	117
6. Inventory report of all textbooks. Number and condition of	2	11	20	10	17	35	19	50	58	106

Table 25 shows the administrative responsibilities of 164 Iowa secondary principals in relation to their personal responsibility to prepare miscellaneous reports not covered in the foregoing tables in this questionnaire.

In reference to a report prepared by the secondary principals on petty cash receipts and expenditures, a total of 21 of 164 principals reported that such a report was prepared by them. No principal reported such a report, however, in group one, but it is assumed that clerical assistants do compile and report the information at various times throughout the school year. A total of 8 of 30 principals in the second grouping indicated that such a report was prepared personally by them. Six of 52 reported preparing such a report in group three, and 7 of 69 in group four reported the preparation of such a report.

In regard to an inventory report of the school library as to the number of books on hand, books purchased, encyclopedias, magazines, and other reference material commonly found in libraries, a total of 42 of 164 principals reported that a specific report is submitted. Only one of 13 in group one, however, indicated that he personally prepared the report. A total of 11 of 30 in group two indicated a personal responsibility to prepare a report, 11 of 52 reported such a report in group three, and 19 of 69 indicated their personal responsibility to prepare the report in the fourth grouping of principals.

Similar to the above report, a total of 24 principals

reported that it was their personal responsibility to submit a written report of all money spent for new equipment purchased for the school library. Again only one of 13 in group one indicated that he personally prepared such a report while 7 of 30 in group two, 60 of 52 in group three, and 10 of 69 in group four indicated a personal responsibility to prepare such a report. An annual report to the boys' athletic association was prepared by 79 of the 164 principals reporting. This is a required end-of-the-year report to be submitted to the association. However, it is assumed that the principals delegated this responsibility to the high-school boys' and girls' coaches. Likewise, an annual end-of-the-year report must be filed with the girls' athletic union. According to Table 25, however, only 47 of the 164 principals indicated their personal responsibility to submit such a report. Again it may be assumed that the duty is delegated to the respective girls' high-school coach to prepare and submit such a report.

The last report listed in Table 25 refers to an inventory report of all textbooks, the number of, condition of, names of, and a probable list of textbooks to be purchased for the succeeding school year. Of the 164 principals in this survey, only 58 of the 164 indicated on the table that they personally were responsible to prepare and submit a final report covering the above information. In group one, only 2 of the 13 principals actually reporting indicated their personal duty and responsibility to prepare this report. In group three, 17 of 52

principals and 19 of 69 principals in group four indicated they were personally responsible for the preparation and filing of this necessary report.

It may be concluded from the results of this table that in reference to the principals, although many of the reports listed are required, the actual preparation and filing of such reports are delegated to other teachers on the high-school faculty or else to the school superintendent who submits the reports in his final annual report to the board of education and to the community.

TABLE 26

ADMINISTRATIVE RESPONSIBILITIES OF 164 IOWA SECONDARY PRINCIPALS IN
RELATION TO THEIR PERSONAL RESPONSIBILITY TO PREPARE REPORTS ON
SCHOOL PERSONNEL EMPLOYED, 1954

Principal's Personal Responsibility to Pre- pare the Particular Report	Classification									
	Group I		Group II		Group III		Group IV		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Physician	3	10	3	27	4	48	7	62	17	147
2. Dentist	0	13	3	27	5	47	7	62	15	149
3. Psychiatrist	1	12	4	26	3	49	4	65	12	152
4. Nutrition specialist	0	13	2	28	2	50	3	66	7	157
5. Social workers	1	12	2	28	3	49	4	65	10	154
6. Nurse	3	10	7	23	4	48	3	66	17	147
7. Visiting teachers	1	12	3	27	5	47	5	64	14	150
8. Guidance counselors	8	5	8	22	6	46	11	58	33	131
9. Special visiting supervisor	0	13	6	24	3	49	6	63	15	149

Table 26 refers to the administrative responsibilities of 164 Iowa secondary principals in relation to their personal responsibility to prepare reports on special school personnel employed in the school system.

Many of the smaller schools in the state do not employ too many of the individuals listed in Table 26, but the writer wished to poll as many principals as possible in all secondary schools to find out just how many schools do employ the services of professionally trained physicians, dentists, psychiatrists, nutrition specialists, social workers, nurses, guidance counselors, and special visiting supervisors. The results obtained from the questionnaires in regard to this particular table were very satisfactory. The information that the writer desired was the number of principals who personally prepared reports on these individuals in their particular school system. In regard to a school physician, 3 of 13 principals in group one reported they personally prepared reports covering the work done on school children in their particular schools. Possibly the principals in this group delegated the reporting aspect to clerical assistants as generally in this largest grouping the schools do have physicians who at least give the students a physical examination at the beginning or end of each school year.

In group two, 3 of 30 principals reported their personal responsibility to report on their school physician. A total of 4 of 52 principals in the third grouping and 7 of 69

principals in the fourth grouping indicated they did prepare necessary reports on the work done by their school physicians. Thus a total of 17 of 164 principals replying to the questionnaire indicated their schools do have access to a school physician and they personally are delegated the responsibility to prepare reports concerning the work done.

Almost the same results were obtained from the 164 principals in regard to a school dentist and the reports prepared on their work in the school. Although no principal reported a personal responsibility to report on the work of the school dentist, it is assumed that the clerical assistants in the office actually prepared any reports necessary. A total of 3 of 30 in group two, 5 of 52 in group three, and 7 of 69 in group four indicated a personal responsibility to prepare necessary reports on work done by the dentist.

A psychiatrist, nutrition specialist, social worker, and a nurse were not reported on by the 164 principals to any great extent. Even though these individuals are employed either on a part-time or a full-time basis in the larger schools, the principal's responsibility to prepare and submit reports were not indicated to a great degree in Table 29. A total of 12 principals indicated a personal responsibility to prepare reports on the school psychiatrist, 7 on nutrition specialists, 10 on social workers, and 17 on a school nurse. Possibly the superintendent of schools reports on the work done in the school by the individuals listed above, but the results of

this table show the principal's reporting responsibility tends to be minimized in this particular area of school operation.

The reporting practices of principals in regard to guidance counselors in the various schools showed a distinct increase over the individuals listed above. In group one, 8 of 13 principals reporting indicated their personal responsibility to prepare reports. A total of 8 of 30 principals in group two, 6 of 52 principals in group three, and 11 of 69 principals in group four all indicated their personal responsibility to prepare and submit reports on the work done by guidance counselors employed in the school system on a part-time or full-time basis.

In reference to the principal's personal responsibility to prepare and submit reports on special visiting supervisors in the school on a part or full-time basis, no principal in the first grouping indicated that he personally prepared reports. However, it may be assumed that clerical assistants prepared the reports under the direct supervision of an assistant principal or of the school superintendent. In group two 6 of 30 principals reported they personally prepared reports on these individuals. In group three 3 of 52 principals and in group four a total of 6 of 69 principals reporting indicated their personal duty and responsibility to prepare reports on these visiting supervisors.

In summary, of the 9 individuals named in this table approximately 15 of 164 principals reporting indicated they

personally prepared and submitted reports on these individuals. However, in reference to guidance counselors, a total of 33 principals indicated their responsibility for the preparation of reports on the work done in their particular school system by these specialists.

It may be concluded from the results obtained from Table 26 that many of these specialists are being employed in our school systems in Iowa. In the smaller schools, however, due to lack of funds primarily, full-time specialists are not employed to any great extent. Part-time specialists periodically visit the smaller schools, however, and are accomplishing a great deal in giving the students as much opportunity of the work of these specialists as is being done in the large systems in the state.

The work that is now being done in the smaller schools in reference to special instruction, physical and dental examinations, guidance counseling, and supervisors will be increased greatly if more of the small community high schools are reorganized into larger administrative school districts. The financial cost of employing their services and the outlay of physical equipment will be spread over a wider tax area--thus providing the opportunity to expand the high schools into larger districts with more pupils enrolled and more citizens to share in the taxes to be levied for the purpose of providing a better and more equipped school plant and facilities.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The secondary principal today is serving in one of the most important capacities in the secondary-school organization. From the early days of public-school teaching and public-school administration in the United States, the secondary principalship has risen in importance as an important position in the field of secondary education. In the earlier schools of the country he served as a teacher or teacher-principal whose duties were divided and subdivided between areas of straight classroom teacher, semi-classroom teacher and supervisor, and then as supervisor and administrator. From these various areas of school work and in the further evolution of public education for all students, the position has evolved into what today is known as the role of the secondary-school principalship with the varied duties and responsibilities connected with this position.

The ever-increasing stress and importance being placed on secondary education by the American people at the present time has brought the secondary principal into the foreground as one of the most important professional leaders in our system of free education for all American youth.

The teaching profession has been broadened and strengthened by the persistent work and interest of our secondary principals who give their time and energy to the utmost to formulate plans and policies to promote and sell the idea of a sound program of secondary education to the American people. The efforts put forth by these secondary principals have done much in the past, and will continue to do much in the future, in determining the continued progress and strength of our present-day schools in the increasing task that lies before them in improving our present-day schools to benefit the increased number of students at the present time and for those youth who will be a part of our free American education program in years to come.

This study was devoted to finding out the particular duties and responsibilities of secondary principals in Iowa town-and city-school systems in 1954. Out of a total of 200 selected schools a total of 164 or 82 per cent of the secondary principals contacted by questionnaire form responded favorably to the questionnaire method of seeking this vital all-important information. It may thus be seen that interest runs high particularly in the state of Iowa among the secondary-school principals to assist in bringing about a clearer picture of the role of the secondary principalship in our school systems of today.

From an analysis of this particular study the following conclusions can be reached:

1. Secondary-school principals in these schools are well qualified to serve in the principalships in the schools. Many have met all requirements of college preparation, teaching and administrative experience, and state-certification laws applicable to serving in the principalships in Iowa schools.
2. The secondary principal is primarily responsible for the testing programs carried on in the schools. He is primarily responsible for securing, administering, grading, charting, analyzing, and reporting results of tests to the individual student, teacher, superintendent, guidance counselor, and to the parents.
3. The secondary principal serves in a teaching capacity with an average of three classes of academic preparation each day.
4. The secondary principal does not have a secretary to assist him in performing clerical duties. Only in the larger schools, clerical assistance is given him in the carrying out of minor clerical duties.
5. The secondary principal is assigned extra-curricular duties in the areas of sports, publications, dramatics, and music. The capacity in which he serves, however, is primarily supervisory in nature.
6. The secondary principal is generally delegated all duties and responsibilities relative to the student-report card. Some of these duties are delegated, but the major reporting responsibility rests with each principal.
7. The student-assembly register is one of the major duties and responsibilities of the secondary principal in which he personally carries out all duties necessary in maintaining the register.
8. In the area of student personnel, the secondary principal is delegated sole responsibility in reporting practices relevant to student personnel--chiefly in reference to student attendance, absence and tardiness.

9. The secondary principal shares the responsibility with the superintendent in the areas of teacher personnel, school-lunch program, custodial service, school transportation, and school-building management. In specific instances it was found that a secondary principal is delegated specific duties and responsibilities in any one or all of the above areas of school operation, but it is concluded that generally the responsibility of reporting is shared equally with the superintendent of schools.
10. The secondary principal has a shared responsibility with the superintendent and does a limited amount of reporting on specific personnel employed in the school--particularly dealing with school physicians, dentists, psychiatrists, nutrition specialists, social workers, nurses, visiting teachers, guidance counselors, and special visiting supervisors. He may make few recommendations when approached by the school superintendent on any one or all of the above individuals.

From an analysis of the data presented and discussed in this study the following recommendations seem important.

1. Secondary principals in Iowa schools should have more time for supervision of classroom work.
2. Secondary principals should have responsibility in the selection of classroom teachers.
3. The testing and guidance program should be improved in the secondary schools of Iowa which were surveyed.
4. The master's degree should become a requirement for certification as a secondary-school principal in Iowa.
5. A total of five years of successful classroom teaching experience should become one of the basic requirements for certification as a secondary-school principal in Iowa.
6. The classroom teaching load of a secondary-school principal should be reduced to a maximum of two classes per day.

7. The extra-curricular load of a secondary-school principal should be reduced to not more than two activities.
8. Each secondary principal should be assigned at least one clerical assistant on at least a part-time basis and as the need arises, a well-qualified and competent secretary on a full-time basis.
9. The secondary principal should be delegated more responsibility in the area of teacher personnel, school-lunch program, custodial service, school transportation, and school-building management--provided, however, that sufficient clerical assistance be granted him in properly carrying out these increased duties and responsibilities relevant to these areas of school operation.
10. The secondary principal should be given more responsibility in each school system to assist in the recommending of, and employing of, a school physician, dentist, psychiatrist, nutrition specialist, social worker, nurse, visiting teachers, guidance counselor, and special visiting supervisor as the need arises in a particular school system.
11. The secondary principal should be given more responsibility in formulating policy within the school and in developing and enlarging the school program of curricular and extra-curricular activities.
12. The secondary-school principal should be given more leadership activities within the school by the superintendent and board of education. He should be given the opportunity to experience and express his right as a school administrator--not merely as a constant follower of policy, plans and program laid down by a superintendent or a local board of education. The secondary principals have proved their ability as competent school supervisors and school administrators and should be given an opportunity to promote their ideas, plans and policies to the betterment of themselves, the faculty, the students, the superintendent of schools, the board of education, and the patrons of the school district in which the school system serves.

Survey of Qualitative and Quantitative Factors
Sent to 200 secondary school principals in Iowa,
1952

Marion, Iowa
November 27, 1952

Dear _____

As a candidate for the Master of Science Degree
in Education at Drake University, I am conducting a
survey of 200 principals of Iowa High Schools to determine
their educational qualifications, teaching load, and
other factors which may be related to administrative
performance.

APPENDIX

Since the success of this survey depends entirely
upon your cooperation, will you kindly fill in the enclosed
questionnaire and return it to me as soon as possible. Your
response will be kept confidential and will be used for
this purpose only. All replies will be held in the strictest
confidence.

Your interest and cooperation in this study is
highly appreciated.

Respectfully yours,

Marion L. Sorell
Principal and Coordinator of
Education, Iowa

Will you like to have the results of this survey made avail-
able to you? Yes ☐ No ☐

Sample of Questionnaire and Accompanying Letter
sent to 200 secondary school principals in Iowa,
1954

Kanawha, Iowa
November 27, 1954

Dear

As a candidate for the Master of Science Degree in Education at Drake University, I am conducting a survey of 200 principals of Iowa High Schools to determine their educational qualifications, teaching load, and duties and responsibilities pertaining to administrative reports.

Since the success of this survey depends entirely upon your cooperation, will you kindly fill in the enclosed questionnaire and return it to me at your earliest convenience? A stamped self-addressed envelope is provided for this purpose. All replies will be held in the strictest confidence.

Your interest and cooperation in this study is sincerely appreciated.

Respectfully yours,

Merlin L. Scholl
Principal and Commercial
Kanawha, Iowa

Would you like to have the results of this survey made available to you? ☐ Yes ☐ No.

GROUP I, II, III, IV.

QUESTIONNAIRE AND CHECK SHEET

NAME: _____ SEX: _____ AGE: _____ ACTING PRINC.: _____
 PRINCIPAL: _____ SUPERINTENDENT: _____
 UNDERGRADUATE COLLEGE OR UNIVERSITY ATTENDED: _____
 DEGREE RECEIVED: _____ MAJOR: _____ MINOR: _____
 GRADUATE COLLEGE OR UNIVERSITY ATTENDED: _____
 DEGREE RECEIVED: _____ MAJOR: _____ MINOR: _____
 DO YOU HOLD A MASTER'S DEGREE? Yes _____ No. IF NOT, NUMBER OF
 GRADUATE SEMESTER HOURS EARNED TO DATE: _____

INDICATE YOUR GRADUATE FIELD OF CONCENTRATION:

Administration _____; Supervision _____; Guidance _____; Physical Educa-
 tion _____; Curriculum _____; Educational Psych. _____; History & Phil.
 of Ed. _____; Remedial & Diagnostic Education _____; Classroom Teach-
 ing _____.

INDICATE TYPES OF CERTIFICATES YOU NOW HOLD:

Standard Secondary Certificate Yes _____ no. Advanced Second-
 ary Cert. Yes _____ No.

Secondary Principal's Certificate Yes _____ No. Based on
 Graduate House: 6; 20. Is this a life-time certificate?
 Yes _____ No.

Professional Certificate with Secondary Principal Endorsement.
 Yes Yes _____ No.

Superintendent's Certificate Yes _____ No. Standard _____ or Ad-
 vanced _____. Is this a life-time certificate? Yes _____ No.

Permanent Professional Certificate with Superintendent En-
 dorsement. Yes _____ No. Is this certificate Standard _____ or
 Advanced _____.

NUMBER OF YEARS TEACHING EXPERIENCE? _____. NUMBER OF YEARS IN
 PRESENT SCHOOL SYSTEM? _____.

NUMBER OF YEARS ADMINISTRATIVE EXPERIENCE? _____. IN PRESENT
 SCHOOL SYSTEM? _____.

NAME AND LOCATION OF PRESENT SCHOOL? _____

High School Enrollment? _____.

TYPE OF SECONDARY SCHOOL? INDEP. _____ CONSOL. YOUR SCHOOL-
 GRADE PLAN _____; _____; _____; _____; _____.

8-4 6-3-3 6-2-4 6-3-3-2 6-4-4
 NUMBER OF ACADEMIC COURSES YOU TEACH? _____.

NUMBER OF CLASSES YOU TEACH EACH DAY? _____.

NUMBER OF STUDY HALLS YOU SUPERVISE EACH DAY? _____.

PLEASE CHECK THE FOLLOWING DUTIES TO WHICH YOU ARE ASSIGNED
IN ADDITION TO YOUR DUTIES AS PRINCIPAL:

SPORTS: Football__ ; Boys' Basketball__ ; Girls' Basketball__ ;
Baseball__ ; Track__ ; Swimming__ ; Tennis__ ; Golf__ ;
Girls' Softball__ ; Wrestling__ ; Junior High Boys'
Basketball__ ; Junior High Girls' Basketball__ .

PUBLICATIONS: Annual__ ; Newspaper__ ; Magazine__ ; Student
Handbook__ ; Teachers' Handbook__ .

DRAMATICS: Class Plays__ ; Debate__ ; Declam and/or Speech__ ;
Student Assemblies__ .

MUSIC: Band__ ; Chorus__ ; Orchestra__ ; Boys' Glee Club__ ;
Girls' Glee Club__ ; Individual Lessons__ ; Summer
Band__ ; Boys' Quartet__ ; Girls' Quartet__ .

OTHER CLASSIFICATIONS: Class sponsor__ ; Departmental Club
Sponsor__ ; Librarian__ ; Special-interest or hobby
clubs__ ; School Cafeteria__ ; School Store__ ; Student
Council__ ; Girls' Chaperone__ ; Others__ .

IN REGARD TO A SCHOOL SECRETARY, CHECK THE FOLLOWING PERTAINING
TO YOUR SCHOOL:

Full-time employed secretary__ ; Part-time employed secretary__ ;
Student-secretary__ ; None__ .

DO YOU HAVE A STANDARDIZED TESTING PROGRAM IN YOUR SCHOOL?

Yes__ No__ .

IN YOUR TESTING PROGRAM, DO YOU PERSONALLY:

Secure__ ; Administer__ ; Grade__ ; Chart or graph__ ;
Analyze__ these tests?

DO YOU PERSONALLY RECORD THE RESULTS OF EACH IN THE STUDENTS
FILE? Yes__ No__ .

DO YOU PERSONALLY REPORT TO THE FOLLOWING ON THE RESULTS:

Individual student__ ; Teacher__ ; Superintendent__ ; Guidance
counselor__ Parents__ .

STUDENT PERSONNEL REPORTS--EMPHASIS ON THE STUDENT REPORT CARD

DO YOU PERSONALLY:

1. Fill in information on each student's report card,
such as name, name of school, grade or room, and
list the courses being taken? Yes__ No__
2. Compile each student's grades from a list sub-
mitted by each teacher and place each grade on
the card? Yes__ No__
3. Compile each student's days in attendance, days
absent, and times tardy for the term and place
these figures on the student's card? Yes__ No__

Compile all grades of the graduating class and determine the valedictorian and salutatorian?

Yes No

Report to the superintendent on the ranking of each member of the graduating class?

Yes No

RECTIONS: In the following pages, check in Column A if this report is prepared by someone in your school. In Column B check if you personally prepare this report.

Check Column B even though a clerk or secretary may actually transcribe the information on the record or report, or type up the report.

PART I. AREA OF STUDENT PERSONNEL:

		Column A	Column B
. Accidents to each student .	1.	_____	_____
. Registration and enrollment of all students	2.	_____	_____
. Probable enrollment for second semester	3.	_____	_____
. Unsatisfactory work of student	4.	_____	_____
. Expelled or suspended student	5.	_____	_____
. Admission of new student	6.	_____	_____
. Transfer of student to another school	7.	_____	_____
. Withdrawal of student	8.	_____	_____
. Conduct of each student	9.	_____	_____
. Non-returning students in the fall	10.	_____	_____
. Educational problem pupils (Handicapped)	11.	_____	_____
. Home visitation report by principal in regard to a pupil.	12.	_____	_____
. School Census	13.	_____	_____
. Student grades to the parents	14.	_____	_____
. Deficiencies of prospective graduates	15.	_____	_____
. Report of promotions and failures	16.	_____	_____
. Results of standardized tests. Report of.	17.	_____	_____
. School Program Report--schedule of classes no. in each, hrs. they meet, and name of teacher in each class	18.	_____	_____
. Car check report on city transportation	19.	_____	_____
. Tuition and non-tuition students. Report of	20.	_____	_____
. Pupils eligible and not eligible report for graduation.	21.	_____	_____
. Official Eligibility List report to participating schools.	22.	_____	_____
. Awards Report--athletic, music, scholarships; scholastic.	23.	_____	_____
. Student Report of those working in lunch program. Meals or cash	24.	_____	_____
. Student fee payments report for athletics, music, typing course, locker rent, text-books, etc.	25.	_____	_____
. Student ticket report. Tickets sold for athletics, lunch, assemb.	26.	_____	_____
. Student report on fines on library books	27.	_____	_____

3. Report of receipts and expenditures of money and balance from (PLEASE CHECK):
 Athletic Fund___. Departmental Club Funds___.
 Jr-Sr. Banquet___. Music Fund___. Sponsored groups___.
 Athletic Banquet___. Class Funds___. Student Concessions___.
 Jr-Sr. Class Plays___. School Store Supplies_____.
9. Extra-curricular activities report. On each pupil and credits. 29. _____
0. Report of Guidance, Counseling, and Interviews on each pupil 30. _____
1. Student Handbook report 31. _____
2. Report of tuition dues to parents of tuition students. 32. _____
3. Report on estimated number of classes for next term 33. _____
4. State report. Sr. and/or Jr.High Daily Program Chart. 4A, 4B 34. _____
5. General Annual Report to State Dept., Form 1. (Type and organ. of school, supt., Pres. of Bd., Tuition, Enroll of pupils, Enroll by grades, no. of teachers in system, etc. 35. _____

ART II. STUDENT PERSONNEL--ATTENDANCE, ABSENCE, AND TARDINESS: REPORTS.

1. Summary reports of students absence and tardiness _____
2. Annual report on AVERAGE DAILY ATTENDANCE 2. _____
3. Reports to attendance officers 3. _____
4. Report to parents on absence of student 4. _____
5. Statistical reports of attendance 5. _____
6. Unexcused absence report to supt., parent, teachers. 6. _____
7. Attendance reports to superintendent 7. _____
8. Attendance reports to state department 8. _____
9. Attendance reports to accrediting associations 9. _____
0. Principal's Annual Report to the Supt.(Comp.) 10. _____
1. Principal's Annual Report to the Board of Education (Complete) 11. _____

ART III. TEACHING STAFF: REPORTS.

1. Report of extra duties--class sponsor, advisors, play sponsors. 1. _____
2. Compilation of teachers' reports on pupil absence and tardiness 2. _____
3. Rating report on each teacher and substitute teacher 3. _____
4. Report of teachers and substitutes--names of days taught, absence 4. _____
5. Report of meetings, workshops, institutes, conventions. 5. _____
6. Monthly report of pay roll of teachers and substitute teachers 6. _____
7. Progress reports on classroom, special, and sub. teachers 7. _____

	Column A	Column B
8. Report of each teacher's sick leave and sabbatical leave status.	8. _____	_____
9. Report of contract renewed and resignations names of teachers	9. _____	_____
10. Teacher accident reports	10. _____	_____
11. Report of suspected disability of teachers	11. _____	_____
12. Compilation reports of teachers' requests for supplies and equip. now and for next term	12. _____	_____
13. Compilation reports of teachers' inventory of supplies and equip.	13. _____	_____
14. Form 2A-3A to State on Report of Changes in Staff	14. _____	_____
15. Form 4 Report. Qualif. of teachers and Program to State	15. _____	_____
16. Form 5 Report. Permanent record report to State on each teacher.	16. _____	_____
<u>PART IV. SCHOOL LUNCH PROGRAM: REPORTS.</u>		
1. Report of students and teachers eating.	1. _____	_____
2. Report of ticket sales to students and amount received.	2. _____	_____
3. Report of no. and names of students working for cash or meals.	3. _____	_____
4. Report of names and salaries paid to full and part-time cooks.	4. _____	_____
5. Report of food donated to school lunch program	5. _____	_____
6. Report on attendance and tardiness of lunch room personnel.	6. _____	_____
7. Rating Reports on each cook-full or part-time	7. _____	_____
8. Report of suspected disability of cooks.	8. _____	_____
9. Monthly report of pay roll for school lunch personnel.	9. _____	_____
10. Accident report of lunch personnel on school property.	10. _____	_____
11. Agreement or contract between state agency and sponsor for Iowa School Lunch Program	11. _____	_____
12. Summary of School Lunch Operations for the year to State, Form 7.	12. _____	_____
13. Financial Summary Report to State. Year-end fiscal year report.	13. _____	_____
14. Form 2 to State. Iowa School Lunch Program Application Report.	14. _____	_____
15. Monthly Report of Iowa School Lunch Program Claim for Reimbursement	15. _____	_____
<u>PART V. CUSTODIAL SERVICE: REPORTS.</u>		
1. Report of names and salaries of each custodian--full or part-time	1. _____	_____
2. Accident report of custodians while on school prop.	2. _____	_____

	Column A	Column B
3. Rating Reports on each custodian	3. _____	_____
4. Report on all overtime pay for extra duties	4. _____	_____
5. Monthly report on attendance and tardiness of custodians	5. _____	_____
6. Report of suspected disability of custodians	6. _____	_____
7. Monthly report of pay roll for custodians	7. _____	_____
8. Report of custodial equip. and supplies on hand. Inventory	8. _____	_____
<u>PART VI. SCHOOL TRANSPORTATION : REPORTS.</u>		
1. Report of names and salaries of bus drivers--full and part-time	1. _____	_____
2. Report of no. of busses operating, routes, and miles in each.	2. _____	_____
3. Report of mileage, gas, oil, tires, and repairs to each bus.	3. _____	_____
4. Accident report of busses and/or drivers	4. _____	_____
5. Report of driver overtime pay for extra trips to contests, etc.	5. _____	_____
6. Busses purchased and traded in. Report on	6. _____	_____
7. Report on change of status of pupil during the year. For trans.	7. _____	_____
8. Report on suspected disability of drivers.	8. _____	_____
9. Monthly report of pay roll for drivers, full or part-time	9. _____	_____
10. Inspection report by Prin. of busses. To supt., bd. or State Dept.	10. _____	_____
11. Statement by applicant for bus drivers' permit. To state	11. _____	_____
12. Cert. of Med. Exam for Driver. To state	12. _____	_____
13. Report of Res. and Non-Res Pupils Transp.	13. _____	_____
14. State of Iowa School Bus Chassis Inspection report.	14. _____	_____
15. Special Trip Authorization and Driver report	15. _____	_____
16. Annual Summary Report of Bus Operating Costs	16. _____	_____
17. Equipment Index and Cost Record Report on each bus	17. _____	_____
18. Estimated Cost of Transportation Report	18. _____	_____
19. Report of Application of Trans. Reimbursement for Trans. of Pupils to Public Schools. To State	19. _____	_____
<u>PART VII. SCHOOL BUILDING: REPORTS.</u>		
1. Periodic inspection report of building--cleanliness and condition of	1. _____	_____
2. Safety reports of building--extinguishers, railings, exits, etc.	2. _____	_____
3. Fire drill report. Number of	3. _____	_____

	Column A	Column B
4. Recommendation report on repairs to bldg-redecorating, painting etc.	4. _____	_____
5. Report of recommended repairs to desks, chairs, tables, etc.	5. _____	_____
6. Maintenance report of audio-visual equip. Repairs to.	6. _____	_____
7. Report on use of building (Other than for school)	7. _____	_____
8. Inventory report of supplies and equip. on hand--areas of instructional administrative, custodial, school lunch, etc.	8. _____	_____
9. Compilation of all requests for sup. and equip. to be bought. All areas	9. _____	_____
10. Report of all supplies and equipment purchased	10. _____	_____
11. Insurance report--amounts held on building and equipment	11. _____	_____
<u>PART VIII. MISCELLANEOUS: REPORTS.</u>		
1. Report of petty cash receipts and expenditures	1. _____	_____
2. Inventory report of school library--no. of books, encyclopedias, etc.	2. _____	_____
3. Report of money spent for new equipment and supplies purch. for lib.	3. _____	_____
4. Annual report to the Boys' Athletic Assn.	4. _____	_____
5. Annual report to the Girls' Athletic Union	5. _____	_____
6. Inventory report of all textbooks. Number and condition of.	6. _____	_____
<u>REPORTS ON THE FOLLOWING PERSONNEL:</u>		
1. Physician.	1. _____	_____
2. Dentist	2. _____	_____
3. Psychiatrist	3. _____	_____
4. Nutrition specialist	4. _____	_____
5. Social workers	5. _____	_____
6. Nurse	6. _____	_____
7. Visiting teachers	7. _____	_____
8. Guidance counselors	8. _____	_____
9. Special Visiting Supervisor	9. _____	_____

COMMENTS:

THANK YOU VERY MUCH.

Merlin L. Scholl

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